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ABSTRACT

Developed by the Oregon Elementary English Project, this curriculum unit introduces fifth and sixth graders to sentence structure. Based on transformational grammar, the unit (1) demonstrates to students their built-in knowledge of English grammar which enables them to produce and recognize sentences although they are not consciously aware of doing so; (2) acquaints students with different sentences parts; and (3) familiarizes students with some of the elementary terminology used to discuss some of these concepts. The unit consists of thirteen lessons with six additional lessons for sixth graders alone, exercises to help students discover for themselves some of the basic parts of a sentence and how they are put together, and a packet of supplementary materials to be used in conjunction with some of the lessons. Each lesson contains a statement of purpose, a description of the lesson content, background information, suggested procedures for teaching the lesson, and various student exercises. (See related documents CS 200 482-491 and CS 200 493-499.) (HS)

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How Sentences Are Made
Teacher

Language V-VI

Oregon Elementary
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1971

ED 075834

GENERAL INTRODUCTION

PURPOSE:

1. To demonstrate to students that they already have a built-in knowledge of the grammar of their language which enables them to produce sentences and to recognize sentences although they are not consciously aware of doing so.

2. By building on this built-in knowledge, to make students aware of some o the different kinds of parts which constitute a sentence and of how these parts go together.

3. To introduce some elementary terminology for discussing the parts and some concepts about sentence structure that will serve as background for a more systematic study of grammar in later years.

BACKGROUND: Every normal child comes to school already knowing how to use his language. That is, he knows how to make sentences and to recognize them, though, as with all of us, his performance may often be faulty. That he knows the difference between nouns and verbs, for instance, is demonstrated by the fact that he uses nouns and verbs in the right places in sentences. He just isn't aware of the differences he recognizes. No one has to have a course in grammar in order to use his own language. A course in grammar enables us to talk about our language and to understand something about the system we use unconsciously, but we don't have to be able to name nouns in order to use them. A knowledge of what we are doing, however, can contribute to our appreciation of the complex system we are able to use and can provide tools for discussing with students how they might use their language more effectively.

In order to teach the lessons in this strand of the curriculum, you should understand something about the grammar which the lessons are to serve as background for so that you can see how they fit into it. The term grammar refers to the complete set of internalized rules by which the sentences of a language are constructed by the speakers of the language. These are the rules which human beings learn when they learn the language. Every language--even the language spoken by the most primitive people--has such a set of rules whether its users are aware of them or not. When literate peoples become conscious of language and of the fact that it has structure and rules, they attempt to describe the structure and the rules. The description is also called a grammar. The history of man has included many attempts to describe language. So grammar refers both to the internalized systems of the language and to a description of that system. In this sense it differs from the usual concept of grammar as a set of rules that tel us how to "speak correctly." Grammar should not be confused with usage, which is concerned with the various differences that exist between the way speakers of a given language use that language, including the differences between standard and non-standard usage. It is not the intent of this languag curriculum to concentrate on a particular variety of usage. (See Introductio to the Language Curriculum.)

CS 200492

The rules of a complete grammar include the rules for constructing sentences, that is, rules pertaining to structure. They also include rules for pronouncing the language and rules for interpreting (understanding) sentences. Most schoolbook grammars have concentrated on the syntactic rules, that is, the rules for constructing sentences. Since the structure of a sentence determines its pronunciation and its meaning, this curriculum also concentrates on this part of the grammar.

The grammar which this curriculum is designed to precede is known as transformational grammar. It is based on a very simple assumption: underlying all the sentences of a language--in much the same way that a simple basic blueprint can underlie all the houses in a project--is a set of basic sentence structures which are put together by a set of simple rules. In addition there are, in the language, rules for varying the basic structures to form other sentences. For example, by reversing the subject of a sentence with the part immediately following it we can produce questions. The car will run out of gas ⟹ Will the car run out of gas?*

There are also rules in the language for combining basic structures to form more complex structures. For example, the basic structure of the simple sentences Our friends are in town and We will meet our friends are combined in each of the following:

Our friends are in town and we will meet them.
Our friends whom we will meet are in town.
Are our friends whom we will meet in town?
We will meet our friends who are in town.
We will meet our friends in town.
Will we meet our friends in town?
Etc.

The basic sentence structure is a hierarchy. That is, it consists of parts within parts within parts. Every sentence consists of two parts, which we call a noun phrase and a verb phrase. Each of these parts can consist of subordinate parts which include other sentence structures. For example, a noun phrase can consist of a noun and a determiner (e.g., the + dog). A verb phrase consists of an auxiliary part and the part that includes the verb. The auxiliary part may consist of various kinds of auxiliary verbs (e.g., must, can, might, is, have, etc.). One of the ways sentences can be combined is for one to be embedded in another. This is what makes it possible, by using a finite (or limited) set of rules, to produce an unlimited number of sentences. A familiar nursery rhyme provides an example: "This is the cow that worried the dog, that chased the cat, that killed the rat, that ate the malt, that lay in the house that Jack built." This sentence uses the same kind of parts over and over and over again. It could continue to do so forever

The lessons in this part of the language strand of the curriculum are concerned 1)with helping students to identify different kinds of sentence parts--nouns, verbs, pronouns, adjectives, adverbials--and to understand that such parts have particular functions in sentences; and 2) with making students aware of how they unconsciously manipulate (transform) sentence structures, without attempting to identify the rules they use for doing so, and with giving them practice in doing so consciously.

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*The double-shafted arrow ⟹ is a symbol meaning "can be rewritten as." It is regularly used in transformational grammar.

CONTENT: This section of the curriculum includes thirteen lessons for both fifth and sixth graders and six additional lessons for sixth graders alone. Each consists of exercises to help students discover for themselves some of the basic parts of sentences and how they are put together. Emphasis in teaching should always be on helping students discover for themselves and in making them aware that they are only analyzing what they already know. Specific suggestions for the individual lessons will be found in the teacher version of each lesson. Other possibilities will occur to many of you. The important thing is to remember the purpose of each lesson and to teach with the idea that you and the class together are investigating your own language to find out what it is all about. Rather than telling the children how it is, your job is to help them find out how it is.

YOU ARE A SENTENCE MAKER

PURPOSE: To help students realize that they can make sentences and recognize sentences, and that sentences are put together in a particular way.

CONTENT: The lesson consists of four exercises, two of which can be used for class discussion about what sentences are and how we can recognize them and two can be assigned for individual or group work.

BACKGROUND: Although our knowledge of language centers around our ability to recognize and produce sentences, it is not easy to actually define a sentence. One modern linguist, in fact, reports having found over 200 different definitions. The difficulty in part can be explained by realizing that every sentence has what we might call a deep as well as a surface structure. What this means is that what we understand is often not represented in what is pronounced. For example, when we say "Open your book" we all understand the sentence "You will open your book." Many so-called fragments and partial sentences are useful in communication and completely comprehensible because we understand what isn't pronounced or we interpret them in the light of a particular context. But when we actually analyze sentences and try to explain our ability to use language, the analysis must be of the complete sentence--what we understand as well as what we pronounce.

PROCEDURE: The first two exercises can trigger discussion about why some strings of words are sentences and some aren't. Let students express themselves, but don't try to pin them down to a single definition. The important thing is to start them thinking about sentences and to make them aware that there are differences between a sentence and a non-sentence which they can recognize. You may want to use some additional examples if they seem needed. Answers will vary for Exercise 3. Have students read some of their sentences and invite class reaction as to whether sentences have been produced. You might want to ask why they added words before some of the strings and after others. Exercise 4 should produce personal interest in sentences students have produced themselves. It may also offer an opportunity to discuss the fact that a given set of words can be used to produce more than one sentence.

YOU ARE A SENTENCE MAKER

You know that in a system all the parts go together in a special way. Language is a system in which the parts go together in a special way to form things we call sentences. One of the things you know--without anyone telling you--is what a sentence is and how to make sentences. You probably can't explain how you do it, because language is something you can use without knowing how you do it. In this lesson you will find out how much you already know about sentences.

Exercise 1

Here are some strings of words arranged in pairs. In each pair, one of the strings of words is a sentence and one isn't. Decide which string in each pair is the sentence.

The ice cream man.
The ice cream man wore a striped coat.

A strange bird is sitting on the mailbox.
A strange bird.

Like to play football.
Boys like to play football.

A little mouse.
A little mouse ran behind the cupboard.

A huge wave has upset the boat.
Has upset the boat.

For each pair, try to explain how you decided which string was the sentence.

When we use language we make sentences and we understand sentences. Sentences seem to be related to how we think. Of course, in conversation we often speak in partial sentences, but even so we understand each other because we can tell what the sentence is that the part has come from. For example, if your friend says "Where are you going?" you might reply "Home." "Home" isn't a sentence, but what you and your friend both understand is "I am going home" which is a sentence.

Exercise 2

A. Some of the following strings of words are sentences of English. Some aren't. Find the sentences.

1. Three has teeth lost Janet.

2. Mr. Callihan is teasing his dog.
3. Good make pets gerbils.
4. Like people some yogurt.
5. You should see the cowboys at the roundup.

B. Rearrange the parts in the strings that aren't sentences so that they are sentences.

You were able to rearrange the strings of words to make sentences because you know that the parts of a sentence go together in a certain order in the system of English and you know what the order is.

Exercise 3

None of the following strings are sentences. Can you add something either before or after each string to make sentences out of them?

1. Bill
2. toasted marshmallows
3. fell down
4. the water skier
5. the ants and flies
6. were yowling on the back fence
7. shivered in his sleeping bag
8. the cats
9. came to the picnic
10. are yummy

No one had to teach you which of the strings in the exercises above were sentences nor how to make sentences out of strings that weren't. This is something you already know because you are a speaker of English.

Exercise 4

Make five sentences. Then scramble them up and see if your classmates can unscramble them.

HOW MANY PARTS MAKE A SENTENCE?

PURPOSE: To make students aware that it takes two different kinds of parts to make a sentence.

CONTENT: The lesson opens with a discussion of the fact that it takes at least two parts to make a sentence and each part may consist of only one word, though it usually consists of many more. There are three exercises which ask students to combine verb phrases and noun phrases (without naming them) in order to discover that they can recognize the parts and the order in which they occur. Finally, there is an exercise which asks students to identify the two parts of some sentences and apply names to them.

BACKGROUND: The fact that a sentence consists of two parts is intuitive knowledge and it is true not only of English but apparently of all languages. The two parts have been given various names throughout the history of grammatical descriptions. Some, such as noun and verb, refer to classes of words; others, such as subject and predicate, refer to function. The names applied in this grammar--noun phrase and verb phrase--refer to the two kinds of parts, not to function. The use of the term "phrase" recognizes that each part usually consists of a string of words rather than one word. The parts that go to make up a noun phrase and a verb phrase will be identified later. No attempt is made in this lesson to analyze these parts. It should perhaps be pointed out that in addition to the first main part of a sentence--which is a noun phrase--noun phrases may occur as subordinate parts of verb phrases. This fact will be explained later.

PROCEDURE: Either read the first part of the lesson with your students or use it as a basis of discussion after they have read it. Discuss each of the questions in the text, making sure that students understand that not all two-word combinations are sentences and that sentences aren't confined to two words. Students should enjoy adding words to each part of "Boys tease." Allow them to add as many as they can, putting their suggestions on the board. Exercises 1, 2, and 3 can be done in small groups, or in a class discussion with the answers being put on the board, or individually and then in class. In Exercise 3 not all students will make the same sentences out of the strings. There are several possibilities. Students can be made aware of this if you have them read their sentences. They can also be made aware that not every one of the strings can be combined with every other string. There are restrictions on what is possible in the language. After students seem familiar with the basic fact of the two-part nature of a sentence, names can be assigned. Make them realize they are only naming something they already know how to use.

Note: It is not necessary for students to be able to identify nouns or verbs, or to know definitions of the parts of sentences in order to recognize the two parts. Don't let your own background inhibit their discovering these things for themselves. The examples in these lessons are carefully controlled, but if something comes up that causes a problem, suggest saving it until you have proceeded a little farther in the analysis of sentences.

Exercise 4 can be used to consolidate and review the main points of the lesson. If there is disagreement among students about where the division should come, use it as a basis of discussion. If the divisions have been made correctly, other noun phrases can be substituted for each noun phrase, and other verb phrases for each verb phrase.

HOW MANY PARTS MAKE A SENTENCE?

"Boys"

This isn't a sentence.

"Tease"

This isn't a sentence either. But when we put the two together, do we have a sentence?

"Boys tease."

If you think of each word as a part, how many parts does it seem to take to make a sentence? Here are some other sentences.

Lightning flashed.

They stopped.

Jerry laughed.

How many parts are there in each? How many words are in each part? Think of some other examples of sentences with only one word in each part.

Are all two-word combinations sentences? Are all of the following sentences? If not, which ones are?

Some robins.

Has announced.

Maxine answered.

Strong men.

Firecrackers exploded.

Though we can make two-word sentences, usually each part has more than one word. Sometimes each part has many words. We can add words to each of the parts in "Boys tease" to get longer and longer sentences.

Boys tease.

The boys tease.

The boys will tease.

Can you add some words to each of the parts to make them longer?

Whether each part has one word or many, it takes both parts. When you use your language you automatically make sentences by putting two parts together. You know which kinds of parts go together. You do it without thinking about it. Your built-in language system tells you how.

Exercise 1

The following strings of words are not sentences:

A

a cross-eyed crow

George Smith

a long low whistle

the first baseman

the little man in the window

And none of the following strings of words are sentences either:

B

warned the enemy

sells firecrackers

sat on the stump

broke the silence

caught a butterfly

Can you make sentences out of the strings in part A by adding a string from part B to each one? Try it. Compare your answers with your classmates. Did you all make the same sentences? Your teacher will put all the sentences you made on the board. How many were there in all? Which parts came first in the sentences you made, the strings in A or the strings in B? Could they have been combined in the other order?

Exercise 2

A. Can you make sentences by combining each of the strings from part A below with a string from part B?

A	B
frightened the ducks	the up-escalator
hid in the garage	Mrs. Milligan's cat
yawned lazily	some of the mice
stopped suddenly	a fire engine
rushed up the street	four brown horses

B. Which did you put first, the strings in A or those in B? Could you have made sentences by combining the strings in the reverse order?

You have been putting two parts together to make sentences. Each of the parts contained several words that stuck together to make a part of the sentence. You were able to make sentences out of them because you have a built-in knowledge of the system of English. You recognize that it takes two parts and that they go together in a certain way. You know which is the first part and which is the second. Just to prove that you have this built-in knowledge, do the following exercise.

Exercise 3

A. None of the following strings of words are sentences. Can you make sentences out of them by combining strings that will go together?

hit the ball hard

a moving van

sold lemonade on the street

slept in the tent

the friendly paper boy

a chimpanzee

broke into pieces

the children next door

a large board

is here now

B. Did you notice that some of the strings belong in the first part of a sentence and some belong in the last part? Are they interchangeable?

You have discovered that it takes two parts to make a sentence. Each part may contain one word or many. They go together in a special order. So that we will be able to talk about them we will call the part that comes first a noun phrase and the part that comes second a verb phrase. We will use the abbreviations NP and VP for the two parts.

Exercise 4

Copy the following sentences and draw a line between the noun phrase and the verb phrase in each.

Example: $\overset{\text{NP}}{\text{The crazy dog}}$ / $\overset{\text{VP}}{\text{lay down in the street.}}$

1. The dolphins caught the fish.
2. Joe's mother brought the cupcakes.
3. Smoke filled the room.
4. All of the girls giggled.
5. Vacations are fun.
6. James Weatherby went to the end of the town.
7. A large shaggy bear lumbered out of the woods.
8. A grey spider built a beautiful web in the barn.

MAKING A PICTURE OF A SENTENCE

PURPOSE: To show students how the structure of a sentence can be illustrated on a branching diagram.

CONTENT: The lesson compares the rules for putting a sentence together with the instructions for putting a model plane together, and the diagram of a sentence with a blueprint a carpenter follows in building a house. Students are then asked to draw some diagrams to illustrate the basic two-part structure of some sentences. The lesson introduces the term "subject."

BACKGROUND: Branching diagrams are extremely useful devices for illustrating the part-within-part-within-part nature of the structure of sentences. They can be extremely simple like the ones in this lesson and can be expanded as more detailed information is added. Such a diagram is a kind of "model" of a sentence, as a blueprint is a model of a house. It indicates the parts and shows how they are related.

PROCEDURE: Use any method you like to teach the information in the lesso Possibilities are to have students read the information and then to discuss it in class or to read it together with them, discussing each point along the way. You may want to have some pictures of blueprints to look at. You will probably want individual students to put the diagrams for Exercise 1 on the board. This is a good time to emphasize the use of the term "subject" to identify the noun phrase which is the first main part of a sentence. It is important to distinguish between the kind of part and its function in a sentence.

How Sentences Are Made: Lesson 3 Language V-VI
Student

MAKING A PICTURE OF A SENTENCE

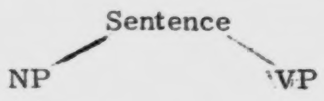
Language is a system where the parts go together in a regular way. Another way to say this is to say there are rules for putting the parts together. We follow the rules although we usually aren't aware of what they are. They aren't rules that anyone makes up and says we have to follow. They are just the regular ways speakers of our language put the parts together.

Did you ever put a model plane together? Or a model car? If so, you probably remember that the models usually come with a set of instructions that tell you where every piece goes. And you know it is important to put the pieces together just the way the instructions tell you. If you don't there will be something wrong with your plane. The instructions are rules for building the plane.

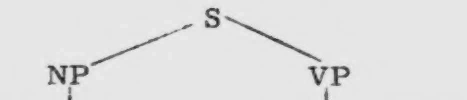
When a carpenter builds a house he has a blueprint--or pattern--to follow. It is called a blueprint because it is usually printed with white lines on blue paper. The blueprint doesn't look much like a house. But it has all the instructions (or rules) for building the house, and a kind of picture which shows how the parts fit together. When the carpenter follows the instructions he ends up with a house.

Using language is a little bit like building a house. When you put sentences together you follow some rules of sentence building. But the instructions or rules aren't written down anyplace. The rules are in your mind, and you follow them without even realizing it.

You have discovered one of the rules which you follow in making a sentence--the rule that tells you to put together a noun phrase and a verb phrase. We can draw a picture (or a kind of blueprint) of a sentence which will show how the parts go together. For instance here is how we can show that a sentence has a noun phrase and a verb phrase.



This kind of picture is called a diagram. We can use diagrams of this kind to show the structure of a sentence. For example, this is how we would show the two parts of The dog barked fiercely.



The noun phrase which is the first main part of a sentence is often called the subject noun phrase. In the diagram above the dog is the subject noun phrase.

Exercise 1

A. Draw some diagrams to show the two parts of the following sentences:

1. A bumble bee lit on the flower.
2. The sweeper was noisy.
3. All of the bells were clanging.

B. Draw circles around the subject noun phrases in each.

WHAT ARE NOUN PHRASES LIKE?

PURPOSE: To help students recognize some of the ways they identify noun phrases: the fact that they include nouns and that nouns have two forms.

CONTENT: The lesson begins with a discussion of how we distinguish things by whether they are like or different from other things. It includes an exercise which focuses on nouns as kinds of words that occur in noun phrases, and five exercises dealing with various ways in which nouns are made plural. The lesson ends with a review.

BACKGROUND: One kind of noun phrase consists of a determiner plus a noun. Though we may not be aware of it, one of the reasons we can distinguish nouns as a class of words is that they behave the same way in sentences: they occur as parts of noun phrases. Almost all nouns occur with another sentence part which we call determiners (words like a, an, some, the, that, etc.) and they are also words that have a singular and a plural form. The fact that we can substitute one noun for another is proof that they belong to the same class of words. While it is true that nouns are "naming" words, as they have sometimes been defined, we can recognize a noun whether we know its meaning or not. In Lewis Carroll's "Jabberwocky," for instance, we would all probably identify toves as a noun though it actually has no meaning: "Twas brillig, and the slithy toves / Did gyre and gimble...") We identify it by the things it occurs with and the fact that we could substitute other nouns for it and that it has a plural form.

The rule for forming plurals in English by adding an s-like sound is known as a "productive" rule. This means it applies to many cases. And when we come across a new noun we automatically add s to form the plural. There is evidence that small children learn this rule rather than memorizing plural forms. For instance, they often say things like "foots" instead of "feet." The irregular plurals, of course, have to be memorized. When a noun already ends in an s-like sound we insert a vowel sound before the plural ending and spell it es. This too is a productive rule. The formation of the plural of words ending in y is just another case of adding an s-like sound. The change of y to i is only a spelling change.

PROCEDURE: Begin the lesson with a discussion of how we identify different things and how hard it is to describe how we do it. You might ask students to try to explain the difference between a car and a truck to someone who didn't know the difference. The first exercise provides a little review of the two-part nature of sentences and then focuses attention on the noun phrase. Since all the noun phrases in the examples consist of the determiner the plus a noun, eliminating the determiner leaves only nouns. Students will be able to think of many words to substitute for the nouns that occur. In other words, they know where nouns belong even if they don't know how to define them. This lesson will illustrate to them what they already know.

Exercise 2 could be used simply as a basis of discussion, and Exercise 3 might be done as an individual writing assignment and to illustrate that students know how to use nouns. Use Exercise 4 for a class discussion to make the distinction between regular plural forms and irregular ones and to illustrate the meaning of a regular rule. Exercises 5 and 6 should help make students aware of the difference between pronunciation and spelling and also provide an opportunity to reinforce some spelling rules.

WHAT ARE NOUN PHRASES LIKE?

You make sentences by putting together a noun phrase and a verb phrase. You know how to do this and how to recognize sentences because of your built-in knowledge of your language which works whether you think about it or not.

One thing we all are able to do is to recognize when things are alike and when they are different. But most of us would have a hard time saying how we do it. For instance you have no trouble telling a truck from a car or a cat from a dog or a house from a church, but could you tell someone else what the difference is? When you make sentences you are recognizing different kinds of parts. For instance you are usually able to tell a noun phrase from a verb phrase. How do you do it? How are they alike and how are they different? In this lesson you'll try to find out what noun phrases are like.

Exercise 1

A. Here are some sentences:

The vacation has gone quickly.

The children seemed happy.

The bird lives in a mailbox.

The windbell broke.

Divide the sentences into the noun phrase and the verb phrase.

What word is found in each of the noun phrases?

List the other words in the noun phrases.

B. Now try an experiment. Leave the words you have listed out of the sentences above and think of some other words that you could put in their place. Make a list of all of them. That is, make a list of the words that would fit in the following blanks?

1. The ____________ has gone quickly.
2. The ____________ seemed happy.
3. The ____________ lives in a mailbox.
4. The ____________ broke.

Words like vacation, children, bird, windbell, and the other words which you thought of that could occur in the blanks are all words of the same kind. You know this because they fit in the same place in a sentence. They can all follow the word the. They are called nouns. Nouns are parts of noun phrases. We will use the letter N to stand for nouns. One of the things you recognize in a noun phrase is the noun.

Exercise 2

You know many things about nouns. Here are some nouns:

book	school	idea	balloon
boy	house	rug	helicopter
ball	tree	car	airplane

Each of these nouns has another form. The other form of book is books.

What is the difference between book and books? Book is the singular form. Books is the plural form.

Pronounce the two forms.

What sound did you add to book to make it books?

How did you spell that sound?

Exercise 3

Write the other form for each of the nouns in Exercise 2. Explain what you do to most singular nouns to make them plural. Write some sentences using the nouns in Exercise 2 in the noun phrase part of a sentence.

Exercise 4

The plural form of rock is rocks. What is the plural form of man? The plural form of man isn't made the same way as the plural form of boy or rock. You had to learn the plural form of man specially.

Did you have to memorize the plural form of boy or rock? Why or why not?

What do you think might be the plural form of a noun you have never seen? Why do you think so?

Exercise 5

Here are some more nouns:

dish	beach	glass	peach	watch	kiss

What sound do these nouns end in? Say the plural form of each.

Write the plural form. How did you spell the sound you added to make the nouns plural?

Explain how we make a noun plural when it ends in a shushing or hissing sound.

Exercise 6

Here are some more nouns:

baby	story	cooky	buggy
lady	fairy	dairy	jalopy

Pronounce these words. Listen to the sound they end in. What kind of sound comes before the end sound, a vowel sound or a consonant sound?

Now pronounce the plural form. What sound do we add to make them plural?

When we write the plural form of baby we spell it b-a-b-i-e-s.

Write the plural form of the other words.

Explain the rule for spelling the plural form of words which end in a consonant plus a sound spelled with y.

You have been discovering some of the parts that you automatically put together to make sentences. Now you should be able to fill in the following blanks to describe what you have discovered:

It takes __________ parts to make a sentence.

The first main part of a sentence is a ______ __________.

Nouns are parts of ________ _________.

Nouns are words that have a singular form and a _________ form.

Most plural nouns end in ___________.

SOME MORE ABOUT NOUN PHRASES

PURPOSE: To show students that nouns usually occur with determiners.

CONTENT: The lesson consists of six exercises which lead students to see that determiners as well as nouns are parts of noun phrases and that they already use them without thinking about it. They also discover that determiners don't always occur before nouns but that some nouns must have determiners and that sometimes determiners consist of several words. The lesson also shows how a branching diagram can be expanded to include Det and N and provides practice in showing these parts on a diagram.

BACKGROUND: Most nouns are not used by themselves in a noun phrase. They usually occur with parts we call determiners. The only nouns that do not occur with determiners are proper nouns when they have no other modifier. That is we do not say "The Bill broke the window," though we might say "The Bill that lives next door broke the window." Some nouns, though not all, can occur with or without determiners. These include plural nouns and mass nouns like water, milk, grain, etc. When a noun occurs without a determiner we say the determiner is null ($\emptyset$). So instinctive is our knowledge of how to use determiners with nouns that we seldom are aware of it, but actually the determiner is an integral part of a noun phrase and indicates many things about the noun.

Determiners may consist of several words--some of the, all of the, the three, etc.--as well as single words. We might define them as the basic parts that occur before nouns in noun phrases. This does not include adjectives.

PROCEDURE: Have students do Exercise 1 and then discuss whether they used the nouns with or without something else. Most students will automatically include a determiner with each of the nouns, illustrating once again that they recognize the difference in parts although they may not be aware of it. Exercise 2 can be used for class discussion. Exercises 3 and 4 might be done individually or in groups and then discussed to make sure that students have discovered that determiners sometimes have several words and sometimes are null. Discuss making diagrams to include determiners and nouns and have the diagrams in Exercise 5 done individually and then put on the board. Exercise 6 can be done in groups or with the whole class.

SOME MORE ABOUT NOUN PHRASES

Nouns are parts of noun phrases. But most noun phrases have more than one word. What besides nouns are parts of noun phrases?

Exercise 1

Here are some verb phrases with blanks where noun phrases should go.

1. ________________ painted the boat.
2. ________________ limped slowly.
3. ________________ arrived at three o'clock.
4. ________________ rushed into the yard.
5. ________________ grew rapidly.
6. ________________ fell with a thud.

And here are some nouns:

boy tree sailor monkey car magazine breeze

Use these nouns in the blanks above to make sentences.

Did you use the nouns all by themselves in the noun phrases? Or did you put something with them in each case? Make a list of what you put with the nouns when you made noun phrases with them. Where did you put these parts, before or after the noun?

Exercise 2

Are the following sentences complete?

flea hid in the rug.

bear destroyed the tent.

bell rang loudly.

Add what is needed to make them complete.

Where is it added? List what you added in each.

What you used with the nouns to make noun phrases in Exercise 1 and the parts you added before the nouns in Exercise 2 are called determiners. We will abbreviate them Det. Determiners are parts of noun phrases just as nouns are. Determiners go before nouns in noun phrases. One of the ways you recognize noun phrases is by the nouns and the determiners that go with the nouns.

Exercise 3

Copy the following sentences and divide them into the two main parts. Then find the nouns in the subject noun phrases. Finally underline whatever you find just before the nouns in the noun phrases.

1. A robin chirped quietly outside.
2. Some of the berries are ripe.
3. These people are friendly.
4. The three bears came home.
5. All the batters struck out.

Which of the following statements is true?

The determiner before a noun always has only one word.

The determiner before a noun sometimes has several words.

Exercise 4

Here are some sentences with a blank space left before the noun in the noun phrase. Read them and decide which of the statements that follow is not true.

1. _____ motorcycle fell over.
2. _____ milk trickled onto the floor.
3. _____ tire is flat.
4. _____ ice cream is sweet and cold.
5. _____ tea grows in Ceylon.
6. _____ miser was counting his money.

All nouns must have determiners in front of them.

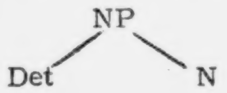
Some nouns must have determiners in front of them.

Some noun phrases are complete without a determiner in front of the noun.

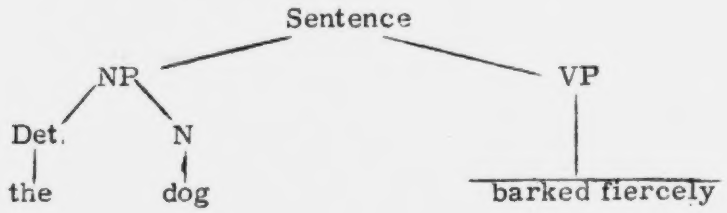
When we use a noun without a determiner we say that it has a null determiner. The symbol ϕ is used to mean null, or not present.

We often make noun phrases by putting together a determiner and a noun. So, a noun phrase is a determiner + a noun.

Here is a diagram that says the same thing:



If we combine this diagram with the diagram we made earlier we will have a picture or diagram of a whole sentence.



A diagram of this kind shows the structure of the sentence just as a blueprint shows the structure of a house.

Exercise 5

Make some diagrams like the one above to show the structure of the following sentences.

1. The cars stopped quickly.
2. The astronauts were lucky.
3. Some boys went home early.

You know thousands of words. You select words from your word bank to make sentences. But the words are not all alike. They go together in sentences, but they don't all go in the same places in the sentence. Different kinds of words go in different places. In fact we know whether a word is one kind of word or another kind by where it goes in sentences. When you know a word, you know where it goes.

Exercise 6

What kind of words go in the blanks in the following sentences?

1. The __________ sneaked through the grass.
2. A __________ stood at the door.

3. Some ________ are very funny.
4. All of the ________ wore boots.
5. The ________ buried the treasure.

Fill in the blanks with the right kind of words.

What kind of words go in the blanks in the following sentences?

1. ________ shrew ran away.
2. ________ girl fed the babies with an eyedropper.
3. ________ lion paced up and down.
4. ________ Indian lived on berries.
5. ________ dirigible had neon lights.

Fill in the blanks with the right kind of words.

DIFFERENCES IN NOUNS

PURPOSE: To demonstrate that students recognize, by the way they use nouns, that nouns aren't all alike.

CONTENT: This lesson is designed to be used for sixth graders only, as a supplement to Lesson 5. It consists of an exercise that shows students that they use different determiners with different nouns, which in turn shows that they recognize certain differences in nouns.

BACKGROUND: Nouns form a separate class of words. But within the class of nouns we can recognize differences among the nouns that determine how they are used in sentences. Such differences are called features. For instance, whether a noun is singular or plural is a feature of the noun which affects the form of present tense verbs it occurs with. This feature also affects what determiners can or cannot occur with the noun. This occurs with a singular noun; these with a plural noun. Other kinds of features also affect the determiners. Some nouns occur with a in the singluar; other nouns acquire an unusual meaning with a (a tree seems natural; a grass seem unusual). Such nouns are called mass nouns.

PROCEDURE: This exercise should be used at the end of Lesson 5. Let students come to their own conclusions. The point is for them to explore the fact that nouns differ in certain ways, which can be seen by the way they occur with determiners. No attempt should be made to completely categorize nouns, but students should be able to see that a variety of different features are represented in the underlined nouns in the exercise. The following groups are possible:

1. nouns which can occur with the null determiner: John, boys, grass, milk, matches, water.
2. nouns which must occur with the null determiner: John.
3. nouns which cannot occur with the null determiner: boy, tree, match, street.
4. nouns which usually can occur with some: boys, grass, milk, matches, water.
5. nouns which usually don't occur with some: John, boy, tree, match, street.
6. nouns which usually can occur with a: boy, tree, match, street.
7. nouns which usually don't occur with a: John, boys, grass, milk, matches, water.

Point out that groups 1 and 7 are the same; 3 and 6; and that 4 contains the nouns also found in 1 and 7; 5 contains those found in 3 and 6.

DIFFERENCES IN NOUNS

None of the people you know look exactly alike. Even identical twins differ in some ways so that people who know them best can usually tell them apart. But most of us have a hard time explaining what the difference is.

Nouns are the same way. Not all nouns are alike and we don't use them in the same way. One of the ways they are different is in the determiners we use with them.

Exercise

Here are some sentences with blanks where determiners should go and the nouns underlined.

1. ________ John likes to camp.
2. ________ boy likes to camp.
3. ________ boys like to camp.
4. ________ grass is green.
5. ________ tree is green.
6. ________ milk is on the table.
7. ________ matches are on the table.
8. ________ match is on the table.
9. ________ street was crowded.
10. ________ water was pure.

Which of the underlined nouns would you use with the null determiner? Are there some that can't be used with the null determiner?

Which of the underlined nouns would you use with a? Are there some you can't use with a?

Which would you use with some? Are there some that you can't use with some?

Try to group the nouns in the sentences according to the kinds of determiners they go with.

ANOTHER KIND OF NOUN PHRASE

PURPOSE: To show students that noun phrases may consist of pronouns instead of determiners plus nouns.

CONTENT: The lesson consists of four exercises which show students: 1) that they can substitute pronouns for determiners plus nouns; 2) what the various personal pronouns are; 3) that personal pronouns have different forms for singular and plural.

BACKGROUND: It is important to realize that pronouns, when they are used, constitute the whole noun phrase. They don't simply replace a noun. Only the personal pronouns are dealt with in this lesson. Pronouns, unlike nouns, are also distinguished by whether they are in their objective form or their nominative form. Only the latter are used in this lesson. You may have occasion to point out the other forms, however. They are discussed specifically in Lesson 8a for sixth graders.

PROCEDURE: Begin by discussing the first paragraph and Exercise 1. List the pronouns he, she, they and it as students identify them. Emphasize that a pronoun replaces both the determiner and the noun. Exercise 2 should enable students to identify I, you, and we, just on the basis of their intuitive knowledge. Use it for class discussion. Exercise 3 provides practice in recognizing pronouns, and Exercise 4 shows that pronouns have both singular and plural forms. Both of these exercises may also be used for class discussion. Have students put the list of singular and plural pronouns on the board.

ANOTHER KIND OF NOUN PHRASE

We put determiners and nouns together to make noun phrases. Sometimes, of course, instead of a visible determiner a noun appears with a null determiner. In this lesson you will try to decide if anything besides a determiner plus a noun can be used to make a noun phrase.

Exercise 1

Here is a pair of sentences:

The monkey chattered.

He chattered.

The + monkey is the noun phrase in the first sentence.

What is the noun phrase in the second? Does it take the place of the noun, in the first sentence, or does it take the place of both the determiner and the noun? How can you tell?

Can you write the following sentences, using a word like he to take the place of the determiner + noun in each?

The waitress has forgotten.

The drivers are ready.

A bicycle was stolen.

Words that can be used in noun phrases instead of determiners plus nouns are called pronouns. "Pro" means "for". So "pronoun" really means "for a noun," or "instead of a noun". Actually, though, a pronoun takes the place of the determiner as well as the noun. That is why pronouns don't have determiners in front of them. When a pronoun occurs it is the whole noun phrase.

Exercise 2

See if you can discover what some other pronouns are by filling in the blanks in the following sentences:

1. _____ will do it myself.
2. _____ will do it yourself.
3. _____ will do it ourselves.

Exercise 3

Find the sentences in which the underlined noun phrase consists of a determiner plus a noun (Det + N).

1. The smoke settled down.
2. They were extremely worried.
3. The pitcher wound up slowly.
4. The ball was low.
5. The batter struck out.
6. He was annoyed.

Are there any sentences in which the underlined noun phrases consist of a pronoun? If so, what are the pronouns?

Nouns come in two forms--singular and plural. To make a noun plural we usually add -s or -es. How about pronouns? Do they come in singular and plural forms? After you answer, do the following exercise to see if you were right.

Exercise 4

Here are some sentences. Decide first if each of the underlined NP's has a singular noun or a plural noun.

1. A crow was flying around.

   Some crows were flying around.

2. The queen was wicked.

   The queens were wicked.

3. That man invented popsicles.

   Those men invented popsicles.

Now replace each underlined NP with a pronoun. Are the NP's with singular nouns replaced by the same pronouns as those with plural nouns?

Make a list of the pronouns you used to replace NP's with singular nouns.

List the pronouns you used to replace NP's with plural nouns.

Some other pronouns are: I, we, and you. Put them where they belong in your lists of singular and plural pronouns.

WHAT'S IN A VERB PHRASE?

PURPOSE: To help students recognize verbs as the part that occurs in all verb phrases.

CONTENT: The lesson begins with a paragraph reviewing what students have learned about noun phrases. The first exercise has sentences in which the verb phrases consist of only one word, the verb. The second exercise shows that students know unconsciously what verbs are by the fact that they automatically provide verbs where they belong in sentences. Exercise 3 demonstrates that one of the identifying features of verbs is that they have both a present and a past form. Students also become aware of regular past forms and irregular ones.

BACKGROUND: Verb phrases actually consist of two parts: the auxiliary verb phrase and the main verb phrase. Included in the auxiliary verb phrase is tense, which is always represented in the form which a verb takes. So, in a sentence like The children listen, the verb phrase consists of listen, which actually consists of present tense + listen. As long as there is no auxiliary verb, tense is part of the main verb. We do not attempt in this lesson to talk about the auxiliary verb phrase. We only try to make students aware of verbs and of the fact that verbs have a present form and a past form. This knowledge is one of the ways they identify verbs. The lesson is limited to sentences in which there are no auxiliary verbs.

PROCEDURE: Much of this lesson wil take the form of a class discussion. Use the exercises as a starting point and let students work out the answers in class. List all the verbs they think of for Exercises 1 and 2. You will want to discuss the regular way of making verbs past (having students supply the information). Then discuss the fact that some verbs have irregular past forms (Exercise 3). Compare this with regular and irregular plurals.

How Sentences Are Made: Lesson 7 Language V-VI
Student

WHAT'S IN A VERB PHRASE?

The first main part of a sentence is a noun phrase. One kind of noun phrase is made by putting together a determiner and a noun. Another kind of noun phrase is made with only a pronoun. Sometimes you can use nouns in noun phrases without determiners, but some nouns can't be used without determiners. You know which nouns can occur with determiners and which cannot. This is part of what you already know about making noun phrases.

Your built-in sentence making machine knows how to put together words in the verb phrase part of a sentence too. What kind of built-in instructions do you follow when you make verb phrases?

Exercise 1

Here is a set of sentences.

The children listen.

Footsteps approach.

One of the girls screams.

Some of the boys laugh.

The noise stops.

The doorknob turns.

A ghost enters.

Copy the sentences and separate them into two parts—the subject noun phrase part and the verb phrase part. (Your teacher will put them on the board for you all to look at.)

In each of the sentences how many words are found in the verb phrase? Think of some other words which could be used alone in the verb phrases above in place of the words that are there.

All of the words in the verb phrases of the sentences above are verbs. Every verb phrase has at least a verb. When you make a sentence you always choose a word that is a verb to use in the verb phrase. Sometimes you use other parts too. But you always have a verb.

Exercise 2

Here is a sentence in which something has been left blank in the verb phrase.

The raccoon __________ the apple.

How many different words can you think of that would fit in the blank?

All of the words which you can choose to put in the blank in the sentence in the exercise above are verbs. You know what to put there because you are a speaker of English with a built-in sentence-making machine which tells you the kinds of words to choose for different parts of the sentence.

What are some of the things that help you recognize which words are verbs? One of the things which you might not have thought much about is that verbs have different forms. This is part of what you know about verbs. For instance, each of the verbs in the sentence in Exercise 1 could be in a different form. We can say

The children listen. or The children listened.

We call listen the present form of the verb. We call listened the past form. When a verb is the only word in a verb phrase it has either its present form or its past form. Rewrite the other sentences in Exercise 1 using the past form of each verb.

Making verbs past

What did you do to the verbs in Exercise 1 to make them past? The verbs in Exercise 1 are called regular verbs because their past forms are all made in the same way. Is this the way all verbs are made past?

Exercise 3

Rewrite the following sentences making the verb past. (Clue: the verb in these sentences is the only word that can be made past.)

1. The raccoon eats the apple.
2. The raccoon sees the apple.
3. The raccoon catches the apple.
4. The raccoon goes home.
5. The raccoon is hungry.

Instead of automatically adding ed to make the verbs past you memorized a special past form for the verbs in the exercise above. You probably did it when you were too young to remember. They are called irregular verbs. One of the things you know about verbs that tells you whether a word is a verb or not is that it has a present form and a past form.

THE S-FORM OF VERBS

PURPOSE: To help students become aware that the s-form of verbs is used in present tense following a singular noun or a third person singular pronoun.

CONTENT: The lesson consists of four exercises which lead students to discover when the s-form of verbs is used by actually observing their own linguistic behavior.

BACKGROUND: So-called number agreement between subject and verb actually occurs only when the verb is in present tense and the subject is a singular noun or a third person singular pronoun (he, she, it). Otherwise, the form of the verb is the same. For example: I call, you call, we call, they call, but he calls. An exception is when a modal follows the singular subject. Modals have no s-form. (He will call.)

PROCEDURE: The lesson should be taught to sixth graders as a supplement to Lesson 7. Each of the exercises should be tried individually and then discussed.

THE S-FORM OF VERBS

Every verb has a form that ends in s. When do you use the s-form of verbs? See if you can find out by doing the following exercises.

Exercise 1

The verbs in the following sentences are in the past form. Rewrite the sentences putting the verbs in their present form.

1. He played croquet every night.
2. John found the shrews in the pasture.
3. The squirrel hid the nuts in the tree.
4. The water tasted funny.
5. The bell rang constantly.

Is the s found on the present form of a verb or on the past form?

Exercise 2

Here are some pairs of sentences with a blank left where the verb belongs. Rewrite the sentences filling in the blanks with the present form of the verbs given.

1. (hide) The squirrel ________ the nuts.
   The squirrels ________ the nuts.
2. (ring) The bell ________ constantly.
   The bells ________ constantly.
3. (find) The boy ________ the story amusing.
   The boys ________ the story amusing.

Did you use the s-form of the verb in any blanks? How did the sentences in which you used the s-form differ from the others?

Exercise 3

Complete the following statements by filling in the blanks.

1. The s-form of a verb is the ____________ form.

2. Verbs have ________ present forms, one with ________ and one without.

3. The s-form of a verb is used following a ___________ noun.

Exercise 4

Try and find out what pronouns the s-form of the verb is used with by filling in the following blanks with a present form of the verb look.

I __________ funny.

You _________ funny.

He _________ funny.

She _________ funny.

We _________ funny.

They _________ funny.

The pronouns ___________________________ occur with the s-form of verbs.

MORE ABOUT VERB PHRASES

PURPOSE: To help students discover that some verb phrases have noun phrases following the verb.

CONTENT: Two exercises lead students to see that some verbs are followed by noun phrases. These are followed by a discussion of how to diagram a sentence in which the verb is followed by a noun phrase, and an exercise in which students identify sentences in which the verb is followed by a noun phrase and then diagram them. A final exercise reinforces the point of the lesson by drawing upon students' intuitive knowledge that some verbs must be followed by noun phrases.

BACKGROUND: Although in some verb phrases the verb appears alone, most verbs are followed by various kinds of parts. What follows a verb is determined largely by the features of the verb itself. Some verbs like fix must be followed by a noun phrase. Some other verbs, like eat, may or may not be followed by noun phrases. Noun phrases following such verbs are usually called direct objects.

PROCEDURE: The first two exercises and the explanation following them can be used for class discussion of the fact that some verbs are followed by noun phrases. You should make the point that such noun phrases are called direct objects and that they are subordinate parts of a verb phrase. They are part of the verb phrase, whereas the subject noun phrase is one of the two main parts of the sentence.

Exercise 3 could well be done as an individual assignment for practice, and then students could put their diagrams on the board. Exercise 4 can be done either individually or as a class discussion to summarize the main points of the lesson.

MORE ABOUT VERB PHRASES

As you know, most noun phrases have more than just a noun. And most verb phrases have more than just a verb. What are some of the parts which you use with verbs in the verb phrase? This lesson will help you find out.

Exercise 1

Here are some sentences in which the verb is followed by something else.

The raccoon washed the apple.

Joe painted some houses.

The princess lost the crown.

The pioneers crossed the plains.

Divide the sentences into their two main parts.

Can you pick out the verbs in the verb phrases? (They are the words that have a past form and a present form.)

Make a list on the board of the parts that follow the verb in each sentence. Do these parts look familiar? What kind of parts do you think they are?

Exercise 2

Here is another sentence. Divide it into two main parts.

The boy teased the monkey.

What is the verb? What kind of part is the boy?

Now look at this sentence:

The monkey teased the boy.

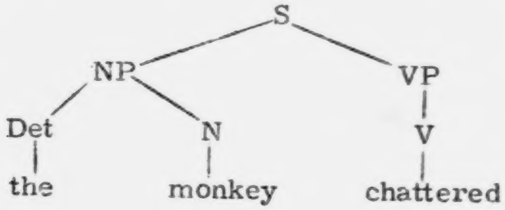
What are the two main parts? What kind of part is the monkey?

What follows the verb?

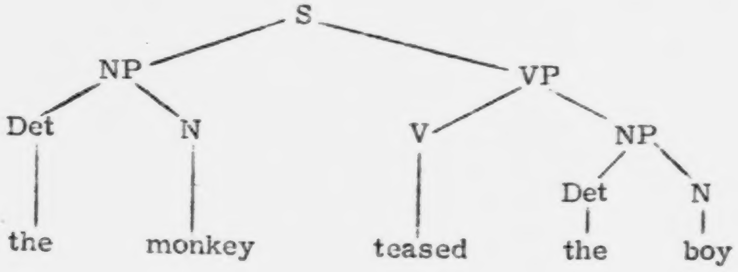
In one sentence the boy is the first main part. In the other it follows the verb. In one sentence the monkey is the first main part. In the other it follows the verb. This shows you that in some verb phrases the verb is followed by a ________ ________.

You see, a noun phrase can be the first main part of a sentence--the subject noun phrase. Sometimes we also use noun phrases as a part of a verb phrase. Wherever a noun phrase is used it is made either with a determiner plus a noun or with a pronoun.

We make some verb phrases with a verb alone. We make other verb phrases with a verb plus a noun phrase. In The monkey chattered the verb phrase has only a verb. A diagram of this sentence would look like this:



In The monkey teased the boy the verb phrase has a verb plus a noun phrase. A diagram of this sentence would look like this:



Exercise 3

A. Find the sentences in which the verb phrase has only a verb.

1. The bird talks.
2. Polly wants a cracker.
3. Joe has some firecrackers.
4. The firecrackers exploded.
5. A bell rang.
6. Father caught the fish.
7. The children walk.
8. Mother hid the cookies.

9. Sam cooked the hamburgers.

10. The shutters banged.

B. Find the sentences in which the verb phrase has a verb and a noun phrase.

C. Draw some diagrams to show the structure of the sentences in part A.

Exercise 4

Here are some sentences with something left out.

1. Steven found ____________.
2. The electrician fixed ____________.
3. Our friends have ____________.
4. The boy resembles ____________.
5. Carpenters make ____________.

What kind of parts did you have to use to complete these sentences?

When noun phrases follow verbs like those in Exercise 4 they are called object noun phrases or just objects.

THE FORMS OF PRONOUNS

PURPOSE: To make students aware of the objective form of pronouns and where they are used.

CONTENT: Two exercises draw upon students' own linguistic behavior to show them that pronouns have one form when used as subject NP's and another when used as object NP's.

BACKGROUND: At one time in the history of English, nouns as well as pronouns changed forms depending on use in the sentence. The different forms were known as cases. In modern English we have special forms of nouns only for the plural and possessive. But we still have different forms for personal pronouns. (Although some students may have trouble with the case of pronouns when they use compound subjects (Him and me went.) Most of them will have no trouble when the subject is singular. The exercises in this lesson should therefore offer no problems.)

PROCEDURE: Use this lesson for sixth graders as a supplement to Lesson 8. Students are already aware of the different forms of singular and plural pronouns. And they know that noun phrases following verbs are called objects. The exercises and discussion could be assigned for individual work and then discussed, or you may simply want to use the exercises as a basis for a class discussion on the form of pronouns. Emphasize that students already use the forms of pronouns which should be used. No one had to teach them to do so. Now they are simply becoming aware of what they do.

THE FORMS OF PRONOUNS

As you know pronouns, like nouns, come in either singular or plural forms. But pronouns are different from nouns in another way. See if you can find out how.

Exercise 1

Here are some pairs of sentences with underlined noun phrases. Replace each of the underlined noun phrases with a pronoun.

1. The zookeeper was feeding the seals.

   The children watched the zookeeper.

2. The governess scolded the children.

   The children teased the governess.

3. Some cats are yowling in the backyard.

   The butcher fed the cats.

Did you use the same pronoun to replace both noun phrases in each pair? If not, what was the difference? Which of the following statements is true?

1. Nouns have the same form before the verb and after the verb.

2. Nouns have one form when they occur before a verb and a different form if they follow a verb.

3. Pronouns have one form when they occur before a verb but usually have a different form when they follow a verb.

4. Pronouns always have the same form both before and after the verb.

You probably don't think much about it because your built-in sentence making machine tells what form of pronouns to use, but you automatically use one form when the pronoun comes before the verb and a different one after the verb. Since noun phrases that follow verbs are often objects, the form that follows the verb is sometimes called the objective form.

The objective form of he is _______.

The objective form of she is _______.

The objective form of they is _______.

Do I, we, and you have objective forms? Do the following exercise to find out.

Exercise 2

Here is a pair of sentences. How has the first sentence been changed to turn it into the second sentence?

He visited his cousin.

His cousin visited him.

Now fill in the blanks to change each of the following sentences in the same way. Answer the questions at the end.

I called the telephone operator.

The telephone operator called _______.

We visited the Murphys.

The Murphys visited _______.

You should see the supervisor.

The supervisor should see _______.

The objective form of I is _______.

The objective form of we is _______.

The objective form of you is _______.

Did anyone have to teach you what form to use?

PARTS THAT TELL WHEN, WHERE, AND HOW

PURPOSE: To make students aware of adverbials that tell where, when, and how.

CONTENT: The lesson begins with some review statements of what students have learned about sentence structure and then in four exercises draws upon their own built-in knowledge to identify some different kinds of adverbials.

BACKGROUND: Adverbials represent a different kind of sentence part. They are usually found following a verb in the verb phrase. Adverbials are related to various kinds of questions. Place adverbials are related to where; time adverbials to when; etc. Adverbials sometimes consist of one word. (then, there, now, here, etc.) but often consist of a phrase or even a whole embedded sentence. This lesson makes no attempt to analyze the structure of the adverbial itself. It simply identifies various kinds on the basis of their relation to when, where, and how (meaning in what manner). Adverbials can occur together in the same sentence, and they are all optional parts. When they occur in a verb phrase which has a direct object, they usually follow the object. (He hit the ball quickly.)

PROCEDURE: If you think your students need the review, you may want to ask for examples of each of the statements at the beginning.

You could use the first three exercises as a basis for class discussion of adverbials, listing on the board all the suggestions students have. Or you could assign the exercises for individual or group work. Exercises 4 and 5 could serve as review and practice for individual assignment.

Possible problem: Two kinds of adverbials are related to how--those that tell in what manner (He did it carefully.) and those that tell by what means (He did it with mirrors.). If you get both kinds, simply point out the difference and list them separately.

The brain-teaser at the end should lead some students to identify noun phrases with who and what.

PARTS THAT TELL WHEN, WHERE, AND HOW

You have discovered that you have been using nouns and verbs and determiners and pronouns to make sentences without even thinking about it. Here is what you have found out about how you make sentences.

1. You put a noun phrase and a verb phrase together to make a sentence.
2. You can make noun phrases out of determiners plus nouns; or you can make them with pronouns.
3. You can make verb phrases with just a verb.
4. All verb phrases have a verb.
5. You can make a verb phrase with a verb plus a noun phrase.

Here are some other things you already know how to do.

Exercise 1

Fill the blanks in the following sentences with something that tells where.

1. We went swimming ____________.
2. They played the game __________.
3. The dog buried his bone ________.
4. Their grandparents live ________.
5. Clancy found the puppy _________.

Exercise 2

Fill the blanks in the following sentences with something that tells when.

1. The party will begin _________________________.
2. The airplane landed _________________________.
3. George came home _________________________.
4. Our class will visit the fire station __________.
5. The firemen arrived _________________________.

Exercise 3

Fill in the blanks in the following sentences with something that tells how.

1. Gerry clipped the grass ____________ .
2. The maid tiptoed down the hall ______ .
3. The choir sang ____________________ .
4. Mary Ellen draws _________________ .
5. Father looked at us ________________.

Parts of sentences that tell when are sometimes called time adverbials.

Parts of sentences that tell where are sometimes called place adverbials.

Parts of sentences that tell how are sometimes called manner adverbials.

Exercise 4

Tell what kind of sentence part would be needed to answer each of the following questions.

1. Where did you put my keys ?
2. When will the bell ring?
3. Where did you camp?
4. How does he bat?
5. When was Washington born?
6. How does Jill work?

Exercise 5

A. Make a list of the different kinds of parts that you have discovered you use in a sentence.

B. Can a sentence have both a place and time adverbial? If so, make up one that does.

C. Can a sentence have both a manner and time adverbial? If so, make up one that does.

D. Can a sentence in which the verb is followed by a noun phrase have adverbials? Try to make up one that does.

Brain Teaser

What kind of sentence part would be needed to answer the question: Who tied the dog up?

What kind of sentence part would be needed to answer the following question? What is banging?

VERBS HAVE ROOTS

PURPOSE: To acquaint students with the fact that verbs have a root form, and to help them recognize the root form.

CONTENT: The lesson consists of four exercises, one to give students practice in finding the root form of regular verbs; one to provide practice in finding the roots of irregular as well as regular verbs; one to identify be as the root of is, am, are, was, etc.; and finally an exercise to make them aware of how they use the various forms of the verb be.

BACKGROUND: It is often useful to know what the root form of a verb is, particularly when the verb is irregular. This is especially true of the verb be, which is unique in its forms and its behavior. Students can better understand the behavior of is, are, am, etc., if they realize these are all forms of the same verb. It is easy to identify the roots of regular verbs but not so easy in the case of irregular verbs. However, speakers of English automatically use the root form of a verb with -ing and also when they use the infinitive. This lesson makes students conscious of the fact that they already use the root form without thinking about it.

PROCEDURE: The whole lesson is designed to help students identify root forms on the basis of their own observation and use of language. You might begin by talking about family names. The root is the family name of a verb. It is also the form one looks for in a dictionary. Discuss ways of finding the root form in regular verbs: by the use of -ing, and finally by the test sentence which requires the infinitive. Exercise 1 could be done in class; Exercise 2 could be either written or a class exercise. Let students try to do Part B by themselves before discussing it. With this preparation challenge them to do Exercise 3 and see if they can discover the root form of all the forms of be. Their intuitive knowledge should help them. Discuss Exercise 4, having students identify the fact that some forms of be (is, was, am) are used with singular subjects; some (are, were) are used with plural subjects. Is, are, and am are present; was and were are past. Am is used only with I

VERBS HAVE ROOTS

Verbs come in several forms. You already know they have a present form and a past form. Every verb has a form called the root form. Think of the root form as the name of the verb. Here are all the forms of one familiar verb:

call   calls   called   calling

Write these forms down and underline the part that is the same in each one. What you have underlined is the root form. It is the form you would find listed in a dictionary.

It is easy to decide what the root forms of verbs like call are. All of the forms are made by adding endings onto the root form. Such verbs are called regular verbs. What are the endings that can be added?

Exercise 1

What is the root form of each of the following groups of verbs?

1. walking   walks   walk   walked
2. painted   paints   painting   paint
3. climbs   climb   climbed   climbing

Lots of the verbs that you use, though, aren't regular. You can't always tell just by looking at them what their root forms are. For example, here are the forms of an irregular verb.

see   sees   saw   seen   seeing

What would you say the root form is?

In case you can't decide, here is a clue. The root form is always the form we add -ing to. (call + ing = calling; see+ ing= seeing)

And if that doesn't work, here is another way to find out: Take the following sentence.

Joe played a guitar.

You know that the verb in this sentence is played. Now see what form this verb has in the following related sentence:

I want Joe to $\boxed{\text{play}}$ his guitar.

The form in the box is the root form. Play is the root form of played.

Exercise 2

A. Now find the root forms of the verbs in the following sentences by deciding what form goes in the boxes in the related sentences.

1. Kerry works in the store.
   Kerry wants to ☐ in the store.
2. The campers hiked up the mountain.
   The campers want to ☐ up the mountain.
3. Mary sings in the choir.
   Mary wants to ☐ in the choir.
4. The driver stopped at the intersection.
   The driver wanted to ☐ at the intersection.
5. The birds ate the cherries.
   The birds wanted to ☐ the cherries.
6. I thought about the story.
   I wanted to ☐ about the story.
7. The dog had his supper.
   The dog wanted to ☐ his supper.
8. Christopher blew the candles out.
   Christopher wanted to ☐ the candles out.
9. The children saw the circus.
   The children wanted to ☐ the circus.

B. Make up your own related sentences with boxes in order to find the root form of the verbs in the following:

The neighbors found our kitten.

Steven came to the party.

Mayor Bailey spoke to the convention.

Exercise 3

A. What do you think the root verbs for the following are?

am is was are were

B. Try to find out by filling in the box in the related sentences.

I am a swimmer.	I want to ☐ a swimmer.
Our dog is brave.	Our dog wants to ☐ brave.

Smokey was the leader	Smokey wanted to ☐ the leader.
We were in the first row.	We wanted to ☐ in the first row.
Girls are curious.	Girls want to ☐ curious.

In what way are am, is, was, are and were alike?

The verb be is a unique verb. If something is unique it is the only one of its kind. No other verb is quite like be. For one thing be has eight different forms. Other verbs have only four or five. The forms of be all together are

be am is was are were been being

You don't have to try to remember this list; you already know the forms of be and you have no trouble picking the form that is needed when you use it. But you probably have never realized that you were picking from such a large list. Just to prove that you can use be without thinking much about it, do the following exercise.

Exercise 4

A. Fill in the following blanks with one of the following forms of be

am is are was were

1. The magician __________ here now.
2. The magician __________ here yesterday.
3. I __________ here yesterday.
4. The girls __________ here yesterday.
5. The girls __________ here now.
6. I __________ here now.

B. Which forms do you think are past forms? Which forms are present forms? When do you use am?

How Sentences Are Made: Lesson 11 Language V-VI
Teacher

ANOTHER PART OF THE VERB PHRASE

PURPOSE: To help students become aware of adjectives as a different kind of word, and also to discover the kinds of parts that can follow the verb be.

CONTENT: The lesson relies on students' built-in ability to combine sentences by inserting an adjective before a noun. In this way they identify what an adjective is. There are three exercises, one which demonstrates that an adjective is a word that can follow be in the verb phrase and also occur before a noun; one which provides practice in identifying adjectives; and one which shows that in addition to adjectives, the verb be can be followed by noun phrases and place adverbials. The lesson concludes with a review of what students have learned about basic sentence structure.

BACKGROUND: Adjectives are distinguished by their ability to occur not only following be but right before nouns (The house is yellow/the yellow house). We unconsciously understand the verb be whenever we find an adjective before a noun. That is we interpret the large dog to mean the dog is large. For this reason the basic position for an adjective in the structure of a sentence is after a verb like be. We explain their occurrence before nouns as a case of two sentences having been combined and certain parts deleted. I saw the purple cow derives from I saw the cow and the cow was purple. That this explanation is intuitively satisfying can be seen by our ability to combine such sentences with no trouble and to identify the basic underlying sentences when we find prenominal adjectives. We make use of students' built-in ability to do so in the lesson.

An adjective is only one kind of part that can follow the verb be. This verb can also be followed by a noun phrase, or by a place adverbial:

The house is yellow.

The house is a duplex.

The house is on the hill.

The whole group of parts that can follow be is called predicate. A noun phrase following be is a predicate noun phrase. But a noun phrase following a verb like fix is a direct object. The difference is that in the latter case only the noun phrase can occur. In the former, either an adjective or a place adverbial could occur in place of the adjective. And of course the relation between a subject and predicate is different from that between a subject and object.

PROCEDURE: Discuss the introductory section, making sure students understand how to combine the two sentences to make the third. Then have them try their hand at it in Exercise 1. Have the list of adjectives that is called for in Part B put on the board. Notice that they have been identified not by some previously applied definition, but actually by the way they are used in sentences--and that the students have done the identifying for themselves. Exercise 2 is the reverse of 1 and should provide reinforcement. Exercise 3 can be done in class. Let students suggest adjectives for the blanks and list them. (Test them by trying to put them before nouns.) Then have suggestions of other kinds of parts. They should automatically give you noun phrases and place adverbials. Notice that these parts can't be used before nouns.

You may wish to have the review done individually or as a class project.

ANOTHER PART OF THE VERB PHRASE

Have you ever been in a play? If so, you know that different people take different parts. In the same way words in a sentence have different parts to play in the sentence. You know thousands of words. Some of them are nouns. Nouns have special jobs to do in a sentence. Some are verbs. They do something else in a sentence. What you do when you make sentences is put nouns where they belong and verbs where they belong and all the other kinds of words where they belong. And you do all of this automatically without thinking about it because of the built-in sentence making machine in your mind.

This lesson is about still another kind of sentence part which you use all the time.

Here is a pair of sentences.

The lion helped Dorothy.

The lion was cowardly.

We can put these two sentences together to make another sentence:

The cowardly lion helped Dorothy.

Exercise I

A. Here are some other pairs of sentences. Put the sentences in each pair together to make a third sentence in the same way as the two sentences above were put together.

1. The kittens ate the catnip.

   The kittens were playful.

2. A swallow built a nest.

   A swallow was graceful.

3. A toad catches flies in the garden.

   A toad is fat.

4. The neighbors watered our lawn.

   The neighbors are friendly.

5. I heard the story.

   The story was funny.

6. I saw the cow.

   The cow was purple.

7. The boy upset the garbage.

   The boy was mischievous.

B. List all the words which you took from the second sentence and put in the first.

The words you listed are all words of the same kind because they behave the same way in sentences. They can follow verbs like was or is (that is, forms of the verb be) and they can also come before nouns. When they do, they have a special relation to the nouns that follow them. We say they modify the nouns. Such words are called adjectives.

Exercise 2

Here are some pairs of sentences. The second sentence in each pair has something left out. Find a word in the first sentence that fits in the blank.

1. A young boy won the prize.

   The boy was ____________.

2. Joe ate the juicy mango.

   The mango was ____________.

3. We live in a pink house.

   A house is ____________.

4. The fierce dog bit the mailman.

   The dog was ____________.

5. Pete lost the old mitt.

   The mitt was ____________.

The words you put in the blanks were ____________.

Exercise 3

Adjectives are words that can follow forms of be (such as is or are) and can also come before a noun. Think of some adjectives that will fit in the blanks in the following sentences. (Remember, they must also be able to come before nouns.)

The sky was ___________.

The lions are ___________.

I am ___________.

The girl is ___________.

The trees were ___________.

B. Are there any kinds of sentence parts besides adjectives that would fit in the blanks? If so, what? Rewrite the sentences using other kinds of parts in the blanks.

C. Can the other parts that fit in the blanks also be used before nouns?

The parts that follow the verb be are often called predicates. So when an adjective follows be it is called a predicate adjective. A noun phrase that follows be is called a predicate noun phrase.

Review the things you know about putting sentences together by completing the following statements.

1. Sentences have two main parts, a __________ __________ and a __________ __________.

2. Noun phrases can be made by putting together a determiner and a __________.

3. When the determiner doesn't occur with a noun it is called the __________.

4. Instead of a determiner plus a noun, noun phrases can consist of a __________.

5. Every verb phrase must have a __________.

6. Parts that tell when are called Time__________.

7. A Place adverbial tells __________.

8. Parts that tell how are called __________ adverbials.

9. Sometimes noun phrases follow the __________ in a verb phrase.

10. __________ follow the verb be and can also come before nouns.

ARE ALL VERBS ALIKE?

PURPOSE: To make sixth grade students aware of differences in kinds of verbs as determined by the kind of parts that can follow them.

CONTENT: The lesson contains two exercises which show that certain verbs can be followed by noun phrases and certain others cannot. A third exercise reinforces a point made in Exercise 11, that adjectives can follow only certain verbs.

BACKGROUND: Like nouns, verbs have different features that make it possible to subclassify them. Features of verbs are determined by what the verbs can occur with. Some verbs can (or must) occur with noun phrases. following. Most of them are transitive verbs and the noun phrase following is called the direct object. Some verbs cannot be followed by noun phrases. Such verbs are usually complete without anything following the verb. They are called intransitive verbs. (The bomb exploded is an example.) A few verbs like be are followed by an adjective, a noun phrase, or a place adverbial. A few verbs are homonyms. Grow for example can mean to become, in which case it is usually followed by an adjective. When it means "cause to grow" it is a transitive verb and can only be followed by a noun phrase.

PROCEDURE: Use the exercises in the sixth grade to help students discover that verbs aren't alike in what they can occur with. It is not necessary to completely categorize verbs at this time. Simply make students aware of some of the differences which they can discover by examining their own use of verbs. You may wish to think of other examples or to have students think of others. Do not be dogmatic. This is an area in which it is fun to explore possibilities and try to analyze our use of language. And it is an area where there may be individual language differences. Admit that these exist.

ARE ALL VERBS ALIKE?

When you construct verb phrases in your sentences you use verbs and the parts that follow verbs. Often you use verbs followed by noun phrases.

Exercise 1

Find the sentences below in which a noun phrase can follow the verb.

1. The donkeys carried
2. Joe has eaten
3. Grandfather arrived
4. George will paint
5. We ran quickly

Are there some sentences above in which the verbs can't be followed by NP's? If so, which ones?

Exercise 2

What kind of parts follow the blanks in the following sentences? Think of some verbs that would fit in the blanks.

1. The fisherman __________ the fish.
2. Clarence __________ the lawnmower.
3. Most people __________ a vacation.
4. The cat __________ a mouse.
5. The storm __________ my sister.

Think of some verbs that will not fit in the blanks above.

Exercise 3

What kind of parts follow the blanks in the following? Think of some verbs that will fit in the blanks.

1. The sunrise __________ beautiful.
2. The man __________ strong.

3. The child __________ tall.

4. A fish __________ slippery.

5. Lemons __________ sour.

Think of some verbs that cannot fit in the blanks above.

HELPING THE VERB

PURPOSE: To make sixth graders aware of auxiliary verbs.

CONTENT: The lesson begins with a review of the various kinds of verb phrases students have identified: verb + NP, verb + adverbials, etc. It then introduces some sentences in which the verb is preceded by a modal which is one kind of auxiliary verb. Then there is an exercise in which students find sentences with modals before the verb. Finally, they are shown how to diagram such sentences and are asked to construct some diagrams.

BACKGROUND: The main verb of a verb phrase is often preceded by auxiliary verbs, and every verb phrase includes tense. The simplest way to describe how these parts occur together is to think of them all as parts of the auxiliary verb phrase. Tense will be part of whatever occurs first. In addition to tense, the auxiliary verb phrase includes modals, the auxiliary verb have, and the auxiliary verb be. All three are optional parts. They may occur, but don't always occur.

The modals are will, shall, can, may, and must, and their alternate forms would, should, could, and might. Must has no alternate form. Whenever a modal occurs, it is the first word in the verb phrase and is followed by the root form of the verb following. The other auxiliary verbs will be discussed in the "Background" section of lesson 11c.

PROCEDURE: This lesson is for use with sixth graders. Begin by reviewing briefly what students know about the structure of verb phrases and raise the question of whether there are parts that occur before verbs. Let students try to think of some. Examine the examples at the bottom of page 1 and let students try to add will to other sentences, and also other modals. Then assign Exercise 1. You may wish to handle it as a class discussion. Have students look at the diagram on page 3 and then diagram the sentences in Exercise 3. The diagrams should be put on the board by volunteers.

How Sentences Are Made: Lesson 11b Language VI
Student

HELPING THE VERB

You can make a verb phrase by putting together a verb + a noun phrase. Here are some examples.

V NP
Willie hit the ball.

V NP
The gardener picked the flowers.

Can you think of some other examples of this kind of verb phrase?

Sometimes you use verb phrases that have only a verb.

V
The boy whistled.

Think of some other examples of sentences with this kind of verb phrase.

Sometimes you make verb phrases that have Time adverbials or Place adverbials along with the verb or even with a verb and a noun phrases. Sometimes your sentences have manner adverbials.

Place
Jerry fished up the canyon.

Time
Jerry fished in the morning.

Manner
Jerry caught fish easily.

And still another part that can follow the verb is the one in this sentence:

The clown was funny.

What kind of a part is funny?

Many different kinds of parts can follow a verb in the verb phrase. But does anything ever come before the verb in a verb phrase?

Look at these sentences.

Jerry feeds the kittens.

Jerry will feed the kittens.

What is the verb in the first? What comes before the verb in the second?

See if you can add will before the verbs in the following sentences. (Hint: You might have to change the form of the verb when you do.)

The barn fell down.

The race starts at three.

What form do verbs following will have?

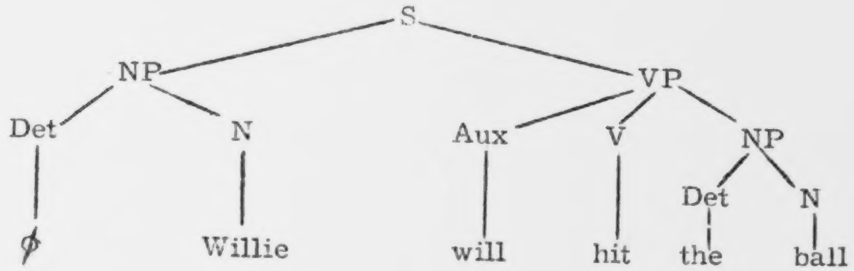
Will is a word that can go before a verb in a verb phrase. It is a part called a modal. Some other modals are can, shall, may, and must. Can you add each of these words to the sentences above in the same places you added will? Are they the same kind of words?

Exercise 1

Find the sentences in the following group that have a modal before the verb. Then find the sentences in which the verb is the first word in the verb phrase.

1. The rain will spoil the picnic.
2. Henry can perform magic.
3. Henry performs magic.
4. That sheep may take first prize.
5. His pig took first prize.
6. The cowboys branded the cattle.
7. They must find the cattle first.
8. The inspectors will arrive soon.

Parts that come before verbs in the verb phrase are called auxiliary verbs or helping verbs. Modals are auxiliary verbs. Let's use Aux to stand for auxiliary verbs. In Willie will hit the ball, will, the auxiliary verb, comes before the verb and a noun phrase follows the verb. A diagram of this sentence would look like this:


S
NP
VP
Det
N
Aux
V
NP
Det
N
ϕ
Willie
will
hit
the
ball

Exercise 2

Make some diagrams to show the structure of the following sentences (Note: If something follows the verb you will have to decide what kind of part it is.)

1. The elephant can lift the log.
2. He may come tonight.
3. The weather will be cold.

How Sentences Are Made: Lesson 11c
Teacher

Language VI

SOME OTHER HELPING VERBS

PURPOSE: To make students aware of the auxiliary verbs have and be and of how they occur.

CONTENT: The lesson consists of four exercises which help students discover have and be used as auxiliaries; an exercise in which they experiment in using them together; and one in which they try to identify the various kinds of auxiliaries.

BACKGROUND: In addition to modals, the auxiliary verb phrase may include the auxiliary verb (commonly called the helping verb) have. When have is used as an auxiliary, it is followed by the past participle form of the verb following. In regular verbs, the past participle ends in -ed just as the past form does (He has called).

In irregular verbs, the past participle has various forms. For example, here are the past participle forms of some typical irregular verbs:

eat/ has eaten
fight/ has fought
think/ has thought
sing/ has sung
go/ has gone

When a form of be is used as an auxiliary, it occurs with the -ing (or present participle) form of the verb.(is calling, was singing, am thinking, etc.). An exception is when a sentence is passive. In that case be is followed by the past participle forms (The song was sung). Try to avoid passive sentences for now while discussing auxiliaries; but if they occur, point out that a special rule applies to them.

When all the auxiliaries occur together, the modal comes first and carries tense; then have occurs, followed by be:

M + have + be + main verb
The boy will have been hiking all day.

Notice in this example that following have, be is in its past participle form and following be, hike is in its -ing form.

PROCEDURE: Since the purpose of this lesson is primarily to make students aware of the kinds of auxiliary verbs that occur, you should spend a lot of time examining sentences and discussing the possibilities. Have students make decisions on the basis of what they actually do themselves as well as on sentences you provide.

Take your time with this lesson. You may want to have students do the exercises in small groups and then discuss the results. Keep the atmosphere one of inquiry, and don't force the conclusions. The only important thing is for students to realize that they regularly use auxiliary verbs and follow certain rules when they do so. Your job is to try to help them discover what some of the rules are.

POSSIBLE PROBLEM: If you have students who use non-standard forms for the past participle, you will get a variety of answers to the question "What form of the verb do you use after have?" This gives you a perfect opportunity to discuss variation that occurs in grammatical forms. Don't stigmatize the non-standard form. Just make students aware of the difference. You may want to point out that the forms used in their school books, in newspapers, etc., will be the standard form, and they should know that both exist.

SOME OTHER HELPING VERBS

Modals are words that we use with verbs in the verb phrase. They are helping verbs or "auxiliary" verbs. You often use other helping verbs also, though you may not know that you do it. Here is an experiment that will help you find what some of them are.

Exercise 1

A. Here are two related sentences:

a. The boat stops at every island.

b. The boat is stopping at every island.

What is the verb in the first?
Is this verb also in the second?
What comes before it in the second?
What form is the verb in?
Write sentences related to each of the following in the same way sentence b is related to sentence a above.

1. The children invited their friends for dinner.

2. I ordered tacos.

3. Some seagulls live on the rock.

4. A unicorn appeared in the garden.

B. What did you add to the first sentence to make the related sentence? Where did you add it? What change did you make in the form of the verb?

You know that am, is, are, was, and were are all forms of the root verb be. When a form of be is used with a verb it is called the auxiliary be, or the helping verb be. Sometimes, of course, be is the main verb in a sentence. In other words, be can play two parts.

Here is a sentence with be as a main verb.

The sky is pink.

And here is one with be as an auxiliary verb.

The sun is setting.

Here is another experiment.

Exercise 2

A. Find the verbs in the following sentences. Then substitute their -ing form for the form that is here. What other changes do you then have to make?

1. Bears sleep in the winter.
2. Fog settled over the town.
3. The mice gnawed through the wall.
4. George works at the service station.
5. Silkworms eat the mulberry leaves.

B. On the basis of the experiment you have just done can you answer this question?

When you find the verb in a sentence in its -ing form, what else do you expect to find in the sentence?

Another helping verb

Now let's experiment with another helping verb.

Exercise 3

A. Look at the following sentence. The verb is underlined.

Moths have eaten the mitten.

What comes just before the verb?

B. Now try to add a form of have before the verbs in the following sentences (Other forms of have are has and had.)

1. The rock broke the window.
2. Someone rang the fire alarm.
3. The Indians saw the smoke signal.
4. The ponds freeze every winter.
5. One of the students brings a tape recorder.
6. Many children write haiku.

Did you have to change the verb when you added a form of have before it?

You see, have is another verb that can be used as an auxiliary or helping verb. Sometimes, of course, it is used as a main verb. Like be, the verb have can play two parts in a sentence.

Here is a sentence where have is the main verb.

The dolphins have sonar.

And here is a sentence where have is an auxiliary.

The dolphins have eaten the fish.

What is the main verb in the sentence above?

The form of the verb that you use after the auxiliary have is called the past participle form of the verb. Sometimes it is also called the -en form of the verb. Can you think why?

Exercise 4

You can find out what the past participle -- or -en -- form of a verb is by using it with the auxiliary have. Find out what the past participle forms of the verbs in the following sentences are by inserting a form of have before the verbs.

1. Many children work in the bean fields.
2. The supervisor opens the pool on Memorial Day.
3. We walk on the beach in the fog.

What is the past form of the verbs work, open, walk?

Is the past participle form like or different from the past form of these verbs?

As you can see, some verbs have past forms and past participle forms that end in -ed. These are regular verbs. When you discover a new verb you would expect its past form and also its past participle form to end in -ed because this is the regular way to make these forms.

Some verbs (like those in Exercise 3) have forms that end in different ways. They are irregular verbs. Because you are a speaker of English you know what the various forms are and use them without thinking about it. Nobody had to teach you what the forms are. Someplace along the way when you were learning to use your language you learned them.

An exercise for ambitious students.

Exercise 5

Can you use the auxiliary verbs have and be and a modal at the same time in a sentence? To find out try adding them in various combinations to the following sentences.

Joe finished first.

Everyone goes with us.

What order do you use these parts in when you use them together?

Exercise 6

Find the sentences which have auxiliary verbs and tell which auxiliaries they are--modals, have or be.

1. George has broken his arm.
2. Bill will drive the boat.
3. A large hawk flew overhead.
4. The children were swimming in the river.
5. The water may be cold.
6. Kilroy has been living here.
7. The neighbors have been painting the house.
8. Butch must have been fighting.

CHANGING SENTENCES

PURPOSE: To make students aware of ways in which basic sentence structures can be changed, and to provide some practice in making such changes.

CONTENT: The lesson contains two exercises in which students turn statements into questions or make them negative, and an exercise in which they match statements with related questions.

BACKGROUND: One basic kind of transformation by which sentences are formed from underlying structures is one which adds parts or moves sentence elements around (see General Introduction). Yes-or-no questions are formed by moving the tense-carrying word (which is always the first word of the verb phrase) ahead of the subject noun phrase; or, if there are no auxiliary verbs, by adding a form of *do* to carry tense ahead of the subject NP.

The boy had seen a hawk. ⇒ Had the boy seen a hawk?

The boy saw a hawk. ⇒ Did the boy see a hawk?

Negatives are formed by adding *not* after the tense-carrying word, or after a form of *do* when there is no other auxiliary verb.

The boy had not seen a hawk.

The boy did not see a hawk.

Questions with words like *where*, *when*, *how*, etc., are formed just like yes-or-no questions, except that in addition the question word is placed at the beginning.

Where had the boy seen a hawk?

PROCEDURE: This lesson should be used only to provide practice in changing basic structures, which students already know how to do, and to make them aware of what they are doing. There need not be any attempt to analyze the changes specifically unless the class is clearly interested in doing so. The important thins is to demonstrate that they form many sentences by changing basic structures and that this isn't something anyone has to teach them how to do. You may want to provide additional examples and exercises.

CHANGING SENTENCES

Sentences have different kinds of parts that go together in a systematic way. You know how to put them together without even thinking about it. When you learned your language this is what you learned how to do.

There is something else you know which you probably don't think much about. You know how to change one kind of a sentence into a different kind.

Exercise 1

Here is a sentence.

Karen has broken her arm.

And here is a yes-or-no question related to it.

Has Karen broken her arm?

Write the yes-or-no questions related to each of the following sentences.

1. The boys will bring the hamburgers.
2. Jimmy can ride with no hands.
3. The otters were playing in the water.
4. Jack has caught the biggest fish.
5. The sun is shining now.
6. Frank came from Germany.
7. Many students pick beans in the summer.
8. Emily has broken her promise.

Exercise 2

How are the following sentences related?

1. The boys are camping in the backyard.
2. The boys are not camping in the backyard.

Write the sentence related to each of the following in the same way the second sentence above is related to the first.

1. You must come home at three.
2. The birds have eaten all the seed.
3. The wind upset the tent.
4. Cars are stopping at the bridge.
5. Mr. Humble has been living in the attic.
6. The fog will lift by noon.

You see, not only do you know now to make sentences that are statements. You know how to move parts around or to add parts to these sentences in order to make questions out of them or negatives out of them. This too is part of your built-in knowledge of how to make sentences. This kind of knowledge helps you recognize when sentences are related.

Exercise 3

Match each of the sentences in Column A with the sentence in Column B it is most closely related to.

A	B
Where have you been?	Someone is standing on the corner.
When will school be out?	Something hit the window.
How does he write?	You have been someplace.
Who is standing on the corner?	School wil be out sometime.
What hit the window?	He writes carefully.

COMBINING SENTENCES

PURPOSE: To make students aware of how we construct sentences by combining other sentences, and to provide some practice in doing so.

CONTENT: The lesson consists of a set of exercises which demonstrates how sentences can be combined.

BACKGROUND: In addition to changes we make in basic sentence structures to form other sentences, we form sentences by combining basic sentence structures (see General Introduction). They can be combined in a coordinate way by adding two or more together with conjunctions (John called up and Bill talked to him.), or by embedding one structure in another (John, who lives in Chicago, called up.). Sentences with compound parts are actually reductions of compound sentences with parts deleted (John hiked in the Cascades and Bill hiked in the Cascades ⇒ John and Bill hiked in the Cascades.). Sentences with noun modifiers are actually reductions of sentences in which other sentences have been embedded (The house that is yellow burned down ⇒ The yellow house burned down.).

PROCEDURE: Discuss each of the processes with your students, illustrating them on the board but having the students tell you what happens. Then assign the exercises for them to work, and then discuss together. They may be able to find examples of their own to illustrate compounds or embedding.

The important thing in this lesson, like the last, is to make students aware that they are constantly combining sentence structures and that they have the built-in rules to enable them to do so. The lesson should be an enjoyable one in which you explore possibilities and in which students have lots of practice. It should not become a burden. Handle it as an investigation of what goes on in language.

COMBINING SENTENCES

You are all sentence makers. You make sentences by putting together noun phrases and verb phrases. But did you know that you also know how to combine sentences to make other sentences? Here is a sentence in which two other sentences have been combined. See if you can break the sentence into two sentences.

> The elephants pranced around the tent and the clowns turned somersaults.

What is the word that joined the two sentences together?

Exercise 1

Here are some sentences. Break each of them apart into two sentences.

1. Clancy ran to the corner but Bill caught up with him.
2. The pigeons live in the park and the children feed them.
3. The stars were shining and the moon was full.
4. Mole was wandering down the river and Rat took him in.
5. The bus stopped at the corner but no one was there.

Find the joining word in each of the sentences.

Exercise 2

Here are some more sentences. Make some other sentences out of them by putting them together in pairs with the joining words you found in Exercise 1.

1. The whistle blew.
2. The children collected the bottles.
3. A bird peeked out of the hole.
4. His friends met him there.
5. Bees buzzed in the bushes.
6. The workmen opened their lunch boxes.

7. Squirrels hide the nuts.

8. The grocer paid a penny apiece for them.

9. Nuts fall off the trees in the fall.

10. He rode his bicycle to the pool.

When two sentences are joined with a joining word like and or but the result is a compound sentence. Here is a compound sentence:

George went to the fair and Bill went to the fair.

And here is another sentence:

George and Bill went to the fair.

How is it like the first? How is it different? What was left out of the first to make the second?

Exercise 3

Make another sentence out of each of the following compound sentences by leaving out part of each one.

1. Kerry played with the dog and Ellen played with the dog.

2. Bears hibernate in the winter and squirrels hibernate in the winter.

3. George delivered his papers and George went to play ball.

4. The captain raised the anchor and the captain took the boat through the pass.

5. Apples ripen in the fall and pears ripen in the fall.

How did you know what part to leave out?

Exercise 4

What two sentences do you think were joined to make each of the following?

1. Jack and Jill went up the hill.

2. Jack fell down and broke his crown.

3. A spider sat down beside her and frightened Miss Muffet away.

4. Sticks and stones can break your bones.

5. A blackbird came along and pecked off her nose.

One way to make sentences out of other sentences is to join them with a joining word like and. Here is another way to combine sentences. See if you can figure out how it is done.

The boy sold his bicycle.
The boy lives next door.
⇒ The boy who lives next door sold his bicycle.

Which of the following sentences best describes what has happened to produce the sentence above?

One sentence has been added onto another.

One sentence has become a part of another.

Exercise 5

Combine each of the following pairs of sentences by making one a part of the other.

1. A stranger stood in the shadows.

   A stranger had a dog.

2. The fish got away.

   The fish took the bait.

3. The bear escaped from the zoo.

   The bear upset the garbage.

4. The man woke us up.

   The man brought the milk.

5. The berries are dusty.

   The berries grow by the road.

Now see if you can figure out how the following sentences are combined to make the third:

The moon rose at midnight.
The moon is orange.
⇒ The orange moon rose at midnight.

Exercise 6

Combine each of the following pairs of sentences in the same way the two above have been combined:

1. The building stood on the hill.

   The building was ramshackle.

2. We swam in the lake.

   The lake was icy.

3. He told us the story.

   The story was humorous.

4. The caterpillar crawled across the road.

   The caterpillar was fuzzy.

5. The dog worried the cat.

   The cat was little.

Exercise 7

Make as many sentences as you can by combining the sentences in each of the following pairs:

1. The lake is rough.

   The lake is beautiful.

2. Frogs live in the pond.

   Frogs croak at night.

3, A mouse stole the cheese.

   The mouse lives in the wall.

4. The children are in the yard.

   The children are happy.

5. Jeremy caught the fish.

   The fish was big.

Language Curriculum, Levels V - VI

Unit II

HOW SENTENCES ARE MADE

Supplementary Material

Developed under contract with the
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Eugene, Oregon
1971

CS200492

INTRODUCTION

This supplementary material includes a key to the exercises and some additional suggestions for using the material in the unit. It also includes supplementary exercises for almost every lesson. These supplementary exercises have been written primarily for use with students who used this unit last year and therefore need new material. They cover the same concepts but include more difficult exercises and in a few cases some additional concepts. They can, however, be used also with students studying the material for the first time if you feel they need additional exercises for reinforcement. Most of the supplementary lessons include a key so that they may be used by students independently. Many of them begin with a kind of diagnostic exercise to use either for review or to ascertain how much students remember.

Since there aren't many students who used this unit last year, and because there are probably more exercises in the supplementary material than most teachers will want to use, we have not run off class sets of the supplementary material. If you would like to use it, we suggest that you either (1) select and reproduce, with whatever means you have, those exercises you want to use; or (2) let us know which of the supplementary lessons you would like to have reproduced and how many copies you will need, and we will run off the copies for you.

Note: With the exception of lessons 5, 11a, and 12, the keys to the supplementary exercises are found right in the student lessons. The keys you will find in the new supplementary teacher material are keys to the exercises in the original material. The keys to supplementary lessons 5, 11a, and 12 are also found in the supplementary teacher material.

YOU ARE A SENTENCE MAKER

Parts of this lesson can be adapted for individualized instruction. Exercises 1 and 3 demand some directed discussion, but students could do Exercises 2 and 4 by themselves. In 4 they could work in pairs. That exercise could also be used as a game. You could have teams and the team that unscrambles the sentences first wins. Each side would try to make difficult sentences to slow the other side down. Use the supplementary student lesson for sixth graders who used the material last year. The answers are included so that they can work by themselves.

Key to Exercises:

You could, if you like, make the key to Exercises 1 and 2 available to students so that after they do the exercises they could check their answers themselves.

Exercise 1: The sentences are:
The ice cream man wore a striped coat.
A strange bird is sitting on the mailbox.
Boys like to play football.
A little mouse ran behind the cupboard.
A huge wave has upset the boat.

Although it is difficult to say how we know what a sentence is, we usually can tell if a string of words has the two main parts needed.

Exercise 2: Strings 2 and 5 are sentences.

The non-sentences can be rearranged in the following ways to make sentences:

1. Has Janet lost three teeth?
or Janet has lost three teeth.
3. Gerbils make good pets.
4. Some people like yogurt.

Exercise 3: Answers will, of course, vary. Hopefully students will add verb phrases after 1, 4, 5, and 8 and noun phrases before 3, 6, 7, 9, and 10.

Item 2 could have a part added either before or after. (For example, We toasted marshmallows. or Toasted marshmallows are good.) That is, toasted can be interpreted either as the main verb, or it can be interpreted as a modifier of marshmallows.

Note: Of course, it is possible that students might do something like I see Bill in item 1, where they make Bill part of a verb phrase instead of a subject noun phrase. Simply accept such answers and go on. After all, they will be making sentences.

YOU CAN RECOGNIZE SENTENCES

Do you like riddles? Here is one for you.

> You know how to do something, but you don't know how you do it. It helps you do things no other kind of creature can do. What can it be?

(Make sentences.)

Exercise 1:

Some of the following strings of words are sentences. Some of them aren't. Put stars by the ones that are sentences. Then turn the page upside down to see if you were right.

1. the large monkey with the crooked tail
2. a fire engine with sirens screaming
3. many young children like to eat dirt
4. was squirting the hose on his sister
5. water dripping all night long
6. a calico cat on the table
7. a calico cat was sitting on the table
8. he heard the water dripping all night long
9. the large monkey climbed around the cage
10. the blue-tailed fly

For Exercise 1, you
should have stars by
3, 7, 8, and 9.

Now check your answers. If you missed two or more do Exercise 2.

Exercise 2:

Put circles by the strings of words that are not sentences.

1. slammed the door with a bang
2. the sirens were screaming
3. tiptoed through the hall
4. many young children
5. a big orange tug boat
6. the camel stuck its head out

For Exercise 2, you
should have circles by
1, 3, 4, 5, 8, and 10.

7. all the apples came tumbling down
8. the stars and stripes forever
9. crabs look very strange walking sideways
10. the telephone ringing night and day

Exercise 3:

Make sentences by adding something to the strings of words that aren't sentences.

HOW MANY PARTS MAKE A SENTENCE?

It is possible to devise a number of game situations using the concepts in this lesson. Here are some possibilities:

1. Divide students into groups. Give each group the same two-word sentence and have them see how much they can expand it within a fixed time (30 seconds, 60 seconds, whatever seems reasonable to you). Then have someone in each group read the group's sentence. The group that has the longest sentence wins.

2. Have rapid-fire drill in which you give noun phrases and verb phrases and have students (a) tell you quickly which they are; and/or (b) add the missing part.

3. Have students write a noun phrase on a piece of paper and then fold it over and pass on to the next student who will add a verb phrase and pass the paper on. The third student will then read the results. Although the results will be sentences (if they have written noun phrases and verb phrases) some of the results will be ridiculous. Use this to point out that not all noun phrases go with all verb phrases.

Use the supplementary exercises for sixth graders who used the material last year and for reinforcement for fifth graders. Answers are included.

Key to the Exercises:

(Though students can do these exercises individually or in pairs, the lesson will be more meaningful if you let them share their answers with the class in a follow-up discussion, because it will point up the many possibilities there are.)

Exercise 1: Answers will vary. There are many ways to combine the two sets of strings. In each case, the strings in A (noun phrases) should precede those in B (verb phrases). Only A long low whistle would be ridiculous with the 2nd, 3rd, and 5th items in B. Some of the other combinations will be humorous but all are possible.

Exercise 2: Again, many combinations are possible, some of them ridiculous. The strings in B (noun phrases) should precede those in A (verb phrases.)

Exercise 3: Note: Have students number the items in A for ease in referring to them.

Several combinations are possible. The important point is that students recognize which are parts that come first, and which are parts that come second. Those that come first (noun phrases) are items 2, 5, 6, 8, and 9. The verb phrases are 1, 3, 4, 7, and 10. They must come second.

Exercise 4: The division should be as follows:

1. . . . dolphins / caught . . .
2. . . . mother / brought . . .
3. . . . smoke / filled . . .
4. . . . girls / giggled . . .
5. . . . vacations / are . . .
6. . . . Weatherby / went. . .
7. . . . bear / lumbered . . .
8. . . . spider / built . . .

HOW MANY PARTS MAKE A SENTENCE?

You have been using sentences all your life and by now you probably know lots of things about them. Check up on what you remember by doing these exercises.

Exercise 1:

Fill in the blanks in the following. You will find the answers in the list of words in the column at the left.

subject
noun phrase
two
verb phrase
one
two

1. It takes ______ main parts to make a sentence.
2. It is possible to have a sentence with only ______ words.
3. Each part can have more than ______ word.
4. The first main part of a sentence is a ______ ______.
5. The second main part of a sentence is a ______ ______.
6. The first main part of a sentence is sometimes called the ______.

Exercise 2:

Here are some two-word strings. Which ones are sentences?

1. bird nests
2. birds fly
3. smoke rises
4. smoke stack
5. cars pollute
6. Jerry laughed
7. Jerry here
8. bicycle path
9. has finished
10. roses bloom

Answers to Exercise 2: 2, 3, 5, 6, and 10.

Exercise 3:

Which of the following strings of words are noun phrases (strings that can be the first main part of a sentence)?

1. the little brown house in the valley

2. cars without licenses
3. ran down the hill
4. the jack-in-the-box
5. carefully picked the flowers

Answers to
Exercise 3:
1, 2, and 4

Exercise 4:

A. Some of the following strings of words are noun phrases. Some are verb phrases. Make a chart like the following and put the noun phrases in the first column and the verb phrases in the second column.

noun phrases	verb phrases

1. ate many donuts for breakfast
2. the bird without a tail
3. some of the boats in the harbor
4. all of the larger planes
5. was running around the track
6. has been sleeping in a tent
7. a house with a swimming pool
8. keeps chickens in the yard
9. a great blue heron
10. pulled up an old boot

In the noun phrase
column you should
have strings 2, 3,
4, 7 and 9.
In the verb phrase
column you should
have strings 1,
5, 6, 8, and 10.

B. Make sentences out of the strings of words above by adding verb phrases to the noun phrases and noun phrases to the verb phrases.

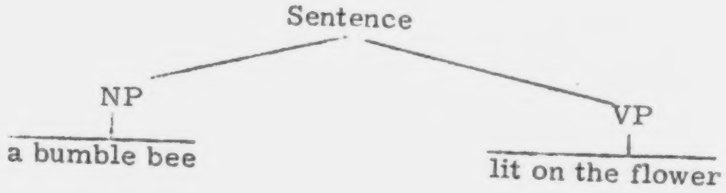
MAKING A PICTURE OF A SENTENCE

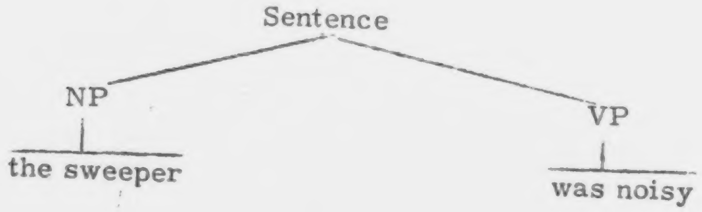
The supplementary material for this lesson can be used either for sixth graders who used the material in this unit last year or as a follow-up for the material already in the lesson. You can adapt it to your needs. If students need more practice in diagramming, use some or all of Exercise 2. You could assign various sentences to different students and have them put the diagrams on the board.

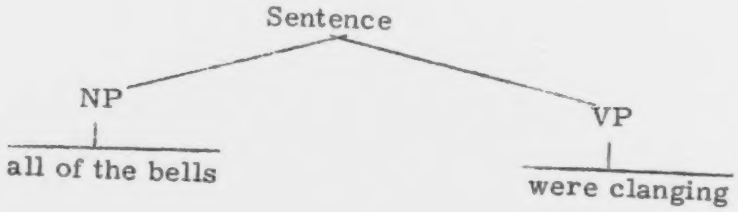
Key to Exercise:

Exercise 1:

A.


Sentence
NP
VP
a bumble bee
lit on the flower


Sentence
NP
VP
the sweeper
was noisy


Sentence
NP
VP
all of the bells
were clanging

MAKING A PICTURE OF A SENTENCE

Exercise 1:

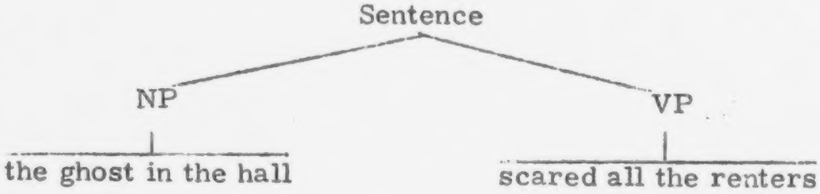
Divide the following sentences between two main parts.

1. The mailman dropped our mail in a puddle.
2. A small purple flower came up through the snow.
3. Three of the clowns turned summersaults in the ring.
4. Little blobs of paint were all over the floor.
5. A scrawny chicken wandered across the road.
6. A red dump-truck hauled off the decorations.
7. The noisy campers kept us awake.
8. A snake was asleep in the wastebasket.

The division should be:
1. dropped / our
2. flower / came
3. clowns / turned
4. paint / were
5. chicken / wandered
6. truck / hauled
7. campers / kept
8. snake / was

Exercise 2:

This diagram is a blueprint of a sentence. It shows how it is put together. Make diagrams like it to show how the sentences in Exercise 1 are put together.



WHAT ARE NOUN PHRASES LIKE?

(Note: If you have students who have done this lesson last year, you may want to use it only for review or skip it and go on to the supplementary material for lesson 5.)

You can devise games to reinforce the concepts of this lesson if you feel it is necessary. For example, you could divide your class into groups and give them sentences with blanks where a noun belongs and within a specified time see which group could think of the most nouns to fit.

You could divide the class into teams. One person in a team would give a noun. His counterpart on the other side would immediately have to put a determiner with it. If he succeeds, he can give a determiner and the other side must come up with a noun. If someone fails, however, he must sit down. The team having the most people standing at the end wins.

Students could work the exercises in the actual lesson out by themselves or they could work in groups, but since many of the questions are discussion questions, they would probably work better if you did the lesson as an oral activity with your whole group.

For many of your students Exercises 2-6 could be used only as a review of what they already know. But it is likely that although they know how to spell the various plurals, they have never really thought much about the sounds they are spelling.

Key to Exercises:

Exercise 1: A. vacation / has
children / seemed
bird / lives
windbell / broke

The word the. vacation, children, bird, windbell

B. There are unlimited possibilities. Anything that will fit the blanks will be a noun.

Exercise 2: A. Books ends with an /s/ sound. It is spelled s.

Exercise 3:

books
boys
balls
schools
houses
trees
ideas
rugs
cars
balloons
helicopters
airplanes

Most singular nouns are made plural by adding s.

Students will write many different sentences.

Exercise 4: men

We don't have to memorize the plural form of boy or rock because they are formed by a regular rule that applies to most nouns.

Because most nouns form their plurals in the same way we would expect a noun we have never seen to form its plural in the same way.

Exercise 5: an /sh/, /s/, or /ch/ sound

The sound added to such words to make them plural is spelled es.

When a noun ends in a shushing or hissing sound its plural is formed by adding es which is pronounced /ᵊz/. That is, an unstressed vowel plus a z sound is pronounced.

Exercise 6: A consonant sound comes before the end sound in the words ending in y.

When we make words ending in y plural we add a z sound.

babies, ladies, stories, fairies, cookies, dairies, buggies, jalopies

To spell the plural form of words ending in a consonant plus a y, we change the y to i and add es.

It takes two parts to make a sentence.

The first main part of a sentence is a noun phrase.

Nouns are words that have a singular form and a plural form.

Most plural nouns end in a sound spelled with s.

SOME MORE ABOUT NOUN PHRASES

Lesson 5 is for fifth and sixth graders. Lesson 5a is for 6th graders only, but if your fifth graders seem capable you may want to use it for both groups. The supplementary material has been designed for students who have already completed 5 and 5a, but use it as you see fit.

Key to Exercises:

Exercise 1: There are a number of possible combinations. Boy, sailor, and monkey would fit in any of the blanks. Tree would be compatible in only 5 and 6, etc. This, of course, points up that not every noun goes with every verb. The point of the exercise, however, is that students will undoubtedly add a determiner when they put the nouns in the blanks. They will do it without thinking about it.

Exercise 2: The three sentences are incomplete because there is no determiner before the nouns in the subject noun phrases. Students will add determiners, though they will vary.

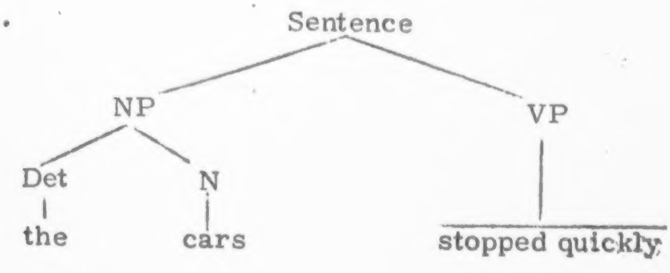
Exercise 3:

1. A $\overset{\text{N}}{\text{robin}}$ / chirped quietly outside.
2. Some of the $\overset{\text{N}}{\text{berries}}$ / are ripe.
3. These $\overset{\text{N}}{\text{people}}$ / are friendly.
4. The three $\overset{\text{N}}{\text{bears}}$ / came home.
5. All the $\overset{\text{N}}{\text{batters}}$ / struck out.

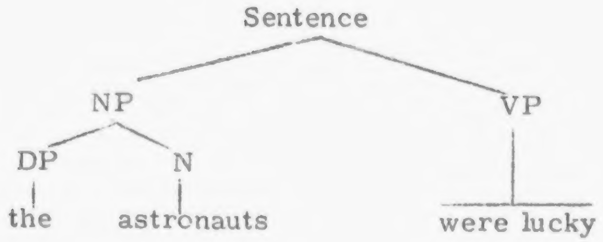
The second statement is the true one.

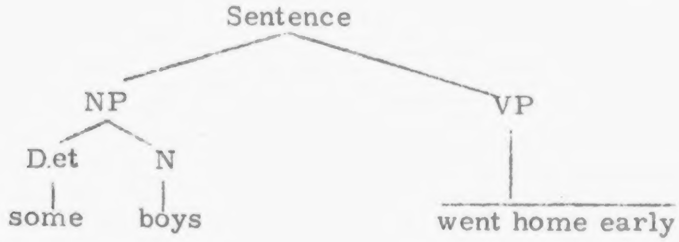
Exercise 4: The first statement is not true.

Exercise 5: 1.



2.





Exercise 6: Nouns go in the blanks.

There are many possibilities. Whatever goes in will be a noun.

Determiners go in the blanks in the second set of sentences.

There are several possibilities for filling them in, though the list of determiners is a limited one. (We are not considering adjectives as determiners though they too can appear in front of a noun together with regular determiners, and at this time students may add them.)

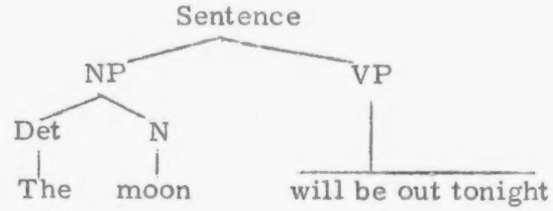
The supplementary material can be used as a checkup for the concepts of Lessons 4 and 5, or simply by itself for sixth graders who have had the material in these lessons earlier. The exercises might serve to tell you if they need more review.

Key to Exercises in Supplementary Material:

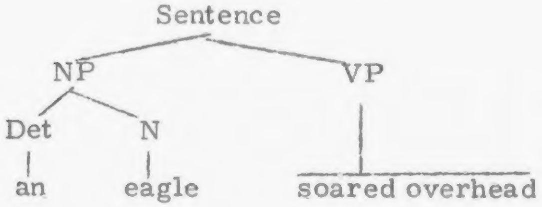
Exercise 1:
1. phrase verb
2. Many answers are possible. Anything that will fit in the blanks will be a noun.
3. The right answer is c.
4. nouns
5. The answer is b. (They lack determiners.)

6. the, my, a, one
7. determiners
8. ∅
9. b and e
10. more than one
11. b, d, and e
12. determiner plus noun

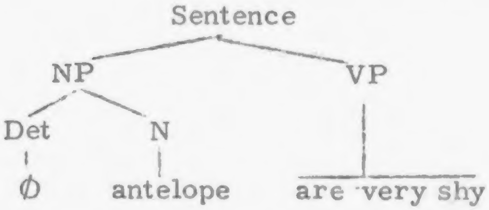
Exercise 2: 1.


Sentence
NP
VP
Det
N
The
moon
will be out tonight

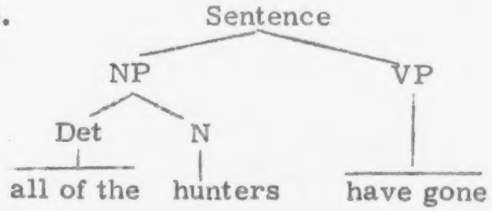
2.


Sentence
NP
VP
Det
N
an
eagle
soared overhead

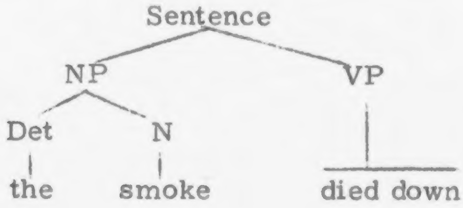
3.


Sentence
NP
VP
Det
N
∅
antelope
are very shy

4.


Sentence
NP
VP
Det
N
all of the
hunters
have gone

5.


Sentence
NP
VP
Det
N
the
smoke
died down

Exercise 3:

1. a. two
   b. singular
   plural

2. a. rock ________
   b. ______ stars
   c. ______ bandages
   d. monkey ________
   e. _______ churches

3. a. s or es
   b. i es
   c. irregular

4. a. men
   b. geese
   c. child
   d. teeth
   e. mouse
   f. feet

SOME MORE ABOUT NOUN PHRASES

Exercise 1:

How much do you remember? The following exercise will help you check up on yourself.

1. Sentences have two parts, a noun __________ and a __________ phrase.
2. Make a list of 10 words that would fit in the blank in the following sentence:

   The ____________ is very interesting.
3. Choose the right answer:

   The words that fit in the blank above are all the same kind of word because

   a. they mean the same thing.

   b. they all sound alike.

   c. they will all fit in the same place in the sentence.

   The right answer is __________.
4. Words that will fit in the blank are called ____________.
5. Choose the right answer:

   The following sentences are

   a. complete

   b. incomplete

   _____ book fell in the mud.
   _____ hamster crawled under the bookcase.
   _____ cricket chirped in the corner.

   The right answer is __________.
6. Which of the following would fit in the blanks in 5 above?

   a. the b. of c. my d. a e. ran f. one
   g. house h. eat

   ______, ______, ______, and ______

2

7. Words that belong before nouns in noun phrases are called ________________.

8. Some noun phrases are complete with just a noun. They have null determiners. The symbol for a null determiner is ________.

9. Which of the following sentences have Ø determiners?
   - a. A car whizzed by.
   - b. Snow fell all night.
   - c. The boys were excited.
   - d. Some schools were dismissed.
   - e. Icicles started to form.

   __________ and __________

10. A determiner can have one word or more than _________ word.

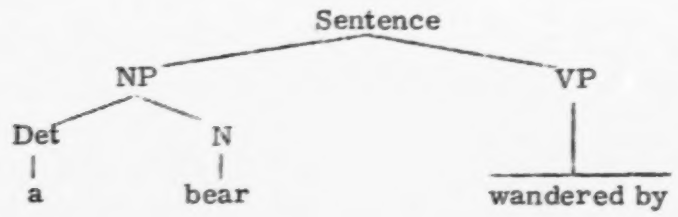
11. Which of the following have determiners with more than one word?
    - a. The boys climbed in the window.
    - b. All of the boys were locked out.
    - c. Some students like dill pickles.
    - d. All of the students like sticky buns.
    - e. Three of the dogs went on the hunt.
    - f. A deer got away.

    _________, __________, and _________.

12. Noun phrases are made with ___________ plus ____________.

Exercise 2:

The following diagram is a model of the sentence A bear wandered by. It shows how to add the determiner and noun to the noun phrase.



Make diagrams for the following, including Det and N.

1. The moon will be out tonight.
2. An eagle soared overhead.
3. Antelope are very shy.
4. All of the hunters have gone.
5. The smoke died down.

Exercise 3:

Check up on what you remember about nouns.

1. Fill in the blanks:
   a. Nouns have ________ forms.
   The forms of boy are boy and boys.
   b. Boy is the ____________ form.
   Boys is the ____________ form.
2. Complete the following table by filling in the blanks:

	singular	plural
a.	___________	rocks
b.	star	__________
c.	bandage	__________
d.	___________	monkeys
e.	church	__________

3. Fill in the blanks:
   a. Most nouns form their plural by added ______ or _______.
   b. Lady ends in a consonant plus a vowel. Ladies is the plural of lady. When we write the plural of a word ending in a consonant plus y, we change the y to _____ and add _____.
   c. Nouns whose plurals end in s are called regular nouns. Nouns whose plural are made in a special way are called ______________ nouns.

4. Some nouns are different. Their plurals are made in a special way. See how much you know about these nouns by filling in the blanks in the following sentences:

   a. One man opens the door. Two ________ carry in the supplies.
   b. A goose landed on the pond. Some ________ flew away.
   c. The ________ was sleepy. Many children were yawning.
   d. One tooth is loose. Many __________ are crooked.
   e. We caught a ___________in the trap. But several mice got away.
   f. One foot went to sleep. Both __________ were cold.

ANOTHER KIND OF NOUN PHRASE

There are a great many supplementary exercises included for this lesson. You can use them for sixth graders who used this unit last year, or for any students for whom you want additional exercises. They are set up so that students can work them individually and check their answers.

Key to Exercises:

Exercise 1 and the questions following:

He replaces the determiner plus the noun.

The waitress / she
The drivers / they
A bicycle / it

Exercise 2:
1. I
2. you
3. we

(Note: myself, yourself, and ourselves are reflexive pronouns.)

Exercise 3: 1, 3, 4, 5 consist of determiner plus noun.
The noun phrases in 2 and 6 consist of pronouns.

Exercise 4: The first sentence in each pair has a singular noun.
The second sentence has a plural noun.

1. it
   they
2. she
   they
3. he
   they

It, she, and he replace singular nouns.
They replaces plural nouns.
I is singular; we is plural; you is either.

ANOTHER KIND OF NOUN PHRASE

Exercise 1:

A. Not all noun phrases consist of determiner + noun. Sometimes we use another kind of word to stand for a determiner plus noun. It is called a ______________.

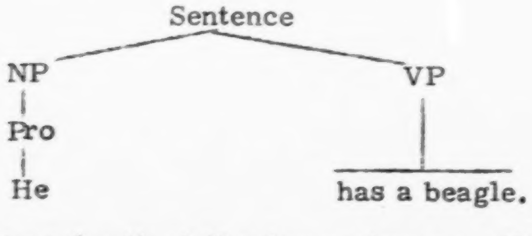
B. Replace the underlined noun phrases with a word that will stand for them. Check your answers with the key on page 26.

1. The girl lost her balloon. _________lost her balloon.
2. The dog buried the bone. _________ buried the bone.
3. Three whales came to the surface. __________ came to the surface.
4. The plane landed on the water. ______ landed on the water.
5. The boy caught the ball. _________ caught the ball.
6. ________ caught the ball myself.
7. ________ will hurt yourself.
8. ________ entertained ourselves.

C. List the pronouns you used in the blanks above in two columns. Put those that are singular in one column and those that are plural in another.

Exercise 2:

When we diagram noun phrases with pronouns, we do it in this way:



Make diagrams for the following sentences. You will have to decide if the noun phrase consists of a determiner plus noun or of a pronoun.

1. She is in the kitchen cooking.
2. The mailman will not come today.
3. We have been to the circus.
4. They can ride without hands.
5. A hurricane is on the way.

Exercise 3:

Pronouns have still other forms. You will discover what they are by filling in the following blanks in these turn around sentences.

1. He has met his roommate. His roommate has met _________.
2. We don't know our neighbors. Our neighbors don't know ______.
3. They can see the leader. The leader can see __________.
4. She works with Mary. Mary works with __________.
5. I have heard from Bob, but Bob hasn't heard from _________.

Exercise 4:

One form of a pronoun is used before a verb. Another form is used after a verb.

Fill in the blanks in the following sentences with a form of the pronoun in parentheses.

1. (he) The player caught the ball. _______ ran 50 yards with it. Did you see ________?
2. (she) Mary is a cheerleader. _______ goes to all the games. Have you watched ________?
3. (they) Most boys like to watch football. ________ also play football. The coach shows _________ how.
4. (it) The car has a flat tire. _______ can't be fixed today. Father will work on _______ tomorrow.
5. (I) I want to make a peanut butter sandwich. Please give _____ the peanut butter.
6. (we) We are going to the party. George invited _______.
7. (you) _______ should see that movie. I will take _______.

Which pronouns have the same form both before and after the verb?

Exercise 5:

A. Study the following pair of sentences:

John has a boat. The boat is John's boat.

Then rewrite each of the following sentences in the same way.

1. I have a poodle. The poodle is ________ poodle.
2. The girl has a guitar. It is ________ guitar.
3. They have three cars. They are _________ cars.
4. You have some letters. They are _________ letters.
5. We have three monkeys. They are __________ monkeys.
6. He has a new coat. It is ________ coat.

B. The possessive form of the noun John is John's. Some possessive forms of pronouns are _______, _______, _______, _______, ________, and _________.

Exercise 6:

Sometimes we use the possessive form of nouns and pronouns by themselves. Instead of saying The book is the boy's book, we say The book is the boy's. Rewrite each of the following sentences, leaving out the underlined word. Decide if you must make any other changes.

1. That lunch is my lunch. ⇒
2. The coat is her coat. ⇒
3. All of the puzzles are his puzzles. ⇒
4. The camera is your camera. ⇒
t. A few of the paint brushes are their paint brushes. ⇒
6. That bus is our bus. ⇒

Which pronoun doesn't change its possessive form?

Exercise 7:

Fill in the blanks in the following table of pronouns.

	Before verb form	After verb form	Possessive forms	
1.	I	me	my	________
2.	________	you	________	yours
3.	he	________	his	________
4.	________	her	her	________
5.	we	________	________	ours
6.	________	________	their	theirs

Key to Exercises:

Exercise 1:

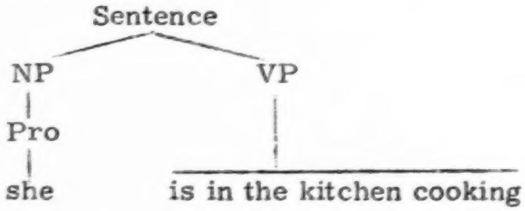
A. pronoun

B. 1. she
2. it (or he or she)
3. they
4. it
5. he
6. I
7. you
8. we

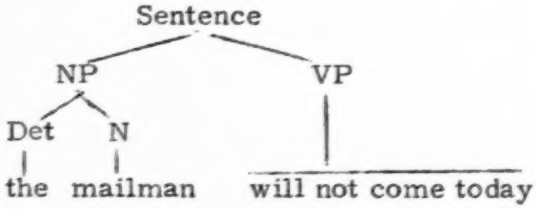
C. singular: she, he, it, I, you
plural: we, they, you

Exercise 2:

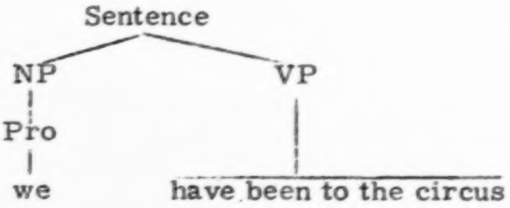
1.


Sentence
NP
VP
Pro
she
is in the kitchen cooking

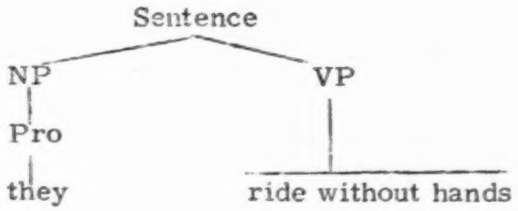
2.


Sentence
NP
VP
Det
N
the
mailman
will not come today

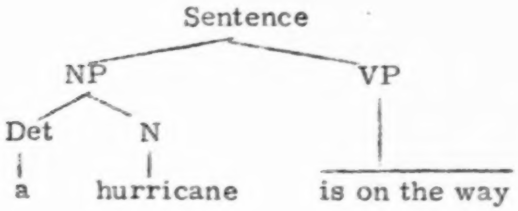
3.


Sentence
NP
VP
Pro
we
have been to the circus

4.


Sentence
NP
VP
Pro
they
ride without hands

5.


Sentence
NP
VP
Det
N
a
hurricane
is on the way

Exercise 3:
1. him
2. us
3. them
4. her
5. me

Exercise 4:
1. he him
2. she her
3. they them
4. it it
5. me
6. us
7. you you

You and it have the same form.

Exercise 5:
A. 1. my
2. her
3. their
4. your
5. our
6. her

B. my, her, their, your, our, and his.

Exercise 6:
1. my becomes mine
2. her becomes hers
3. his becomes his
4. your becomes yours
5. their becomes theirs

His doesn't change.

Exercise 7:
1. mine
2. you your
3. him his
4. she hers
5. us our
6. they them

WHAT'S IN A VERB PHRASE

Use the supplementary exercises for sixth graders who used this material last year or to reinforce the concepts for ambitious fifth graders. The answers are included upside down in the margin.

Key to Exercises:

Exercise 1:

children / listen
Footsteps / approach
girls / scream
boys / laugh
noise / stops
doorknob / turns
ghost / enters

Each verb phrase has only one word.

Many other verbs could be used in place of the verbs above. They will all be verbs that are complete without anything following.

Exercise 2 and the material following:

Anything that will fit in the blank to make a complete sentence will be a verb. There are many possibilities, such as sees, washes, eats, finds, loses, licks, likes, hates, wants, loves, drops, bites.

We recognize verbs because of where they fit in a sentence.

listen - listened
approach - approached
screams - screamed
laugh - laughed
stops - stopped
turns - turned
enters - entered

Exercise 3:

1.	eats	ate
2.	sees	saw
3.	catches	caught
4.	goes	went
5.	is	was

WHAT'S IN A VERB PHRASE?

Exercise 1:

Fill in the blanks to see how much you remember about verb phrases Check your answers in the margin.

1. Every verb phrase has a ___________.
2. Complete the following sentences by filling in the blanks with just one word.
   a. The stars ___________.
   b. All the chickens ___________.
   c. The car ___________.
   All the words that fit in the blanks are _____.
3. Choose the right answer:
   (may or maynot) Verb phrases ___________ have other words besides verbs.
   (only one form or several forms) Verbs have ___________________________.

1. verb
2. Many answers are possible. They will all be verbs.
3. may
several forms

Exercise 2:

Do this exercise to see how much you know about recognizing verbs. In each group of sentences find the word that appears in a different form in each sentence. Check your answers at the side.

1. The little dog growls.
   The little dog growled.
   The little dog is growling.

growl

2. My favorite program starts at 7:30.
   My favorite program started at 7:30.
   My favorite program will start at 7:30.

start

3. Carl stayed at home today.
   Carl stays at home today.
   Carl was staying at home today.

stay

4. A small girl delivers our paper.
deliver
A small girl was delivering our paper.
A small girl will deliver our paper.

5. The cars collided.
collide
The cars may collide.
The cars are colliding.

6. Our bus stops at Third Ave.
Our bus is stopping at Third Avenue.
stop
Our bus has stopped at Third Avenue.
Our bus will stop at Third Avenue.

7. Our group will climb the mountain.
climb
Our group has climbed the mountain.
Our group is climbing the mountain.

8. Some people never listen.
listen
Some people have never listened.
Some people are never listening.

9. Cactus blooms in the desert.
bloom
Cactus blooms in the desert.
Cactus bloomed in the desert.

10. Some people ask silly questions.
ask
Some people asked silly questions.
Some people are asking silly questions.

The words which had different forms in each
verbs
group are ______________.

Exercise 3:

In each of the following groups of sentences there are blanks. Fill them in with forms of the verb that you find in the first sentence.

1. All the children pick beans in the summer.
picking
All the children were _______ in the summer.
picked
All the children have _______ beans in the summer.

2. George raises hamsters.
raised — George has __________ hamsters.
raise — George will __________ hamsters.
raising — George is __________ hamsters.

3. They are skating on thin ice.
skate — They might __________ on thin ice.
skated — They have __________ on thin ice.

4. The bees communicate by dancing.
communicating — The bees were __________ by dancing.
communicated — The bees have __________ by dancing.

5. Julie talked constantly.
talking — Julie is __________ constantly.
talk — Julie will ________ constantly.
talks — Julie __________ constantly.

6. His dog barks at the mailman.
barking — His dog was __________ at the mailman.
bark — His dog might __________ at the mailman.

Exercise 4:

Every verb has a present tense form and a past tense form. Find the verb in each of the following sentences. If it is in its present form write down its past form. If it is in its past form write down its present form. Check your answers at the side.

drank	drinks	1.	Father drinks buttermilk.
fixes	fixed	2.	The mechanic fixed the tire.
stop	stopped	3.	They stopped the clock.
played	plays	4.	Miriam plays the piano.
ate	eat	5.	We eat early.
buy	bought	6.	The children bought bubble gum.
rings	rang	7.	The Fuller Brush Man rang the door bell.
went	go	8.	We go to gym in the morning.
paint	painted	9.	Our neighbors painted their house.
found	finds	10.	The hunter finds a raccoon.

THE S-FORM OF VERBS

Key to Exercises:

Exercise 1:

1.	played	plays
2.	found	finds
3.	hid	hide
4.	tasted	tastes
5.	rang	rings

The s is found on the present form of a verb.

Exercise 2:

1. squirrel hides
   squirrels hide
2. bell rings
   bells ring
3. boy finds
   boys find

The s-form is used in sentences in which the subject NP is singular.

Exercise 3:

1. present form
2. two present forms, one with s
3. following a singular noun

Exercise 4: (Note: Ask students to add the sentence It ________ funny.)

I look
You look
He looks
She looks
We look
They look
It looks

He, she, and it occur with the s-form of verbs.

MORE ABOUT VERB PHRASES

The supplementary exercises can be used with sixth graders who had this material last year, or for reinforcement.

Key to Exercises:

Exercise 1: The sentences are divided as follows. The verbs are underlined.

raccoon / washed
Joe / painted
princess / lost
pioneers / crossed

The parts following the verbs are the apple, some houses, the crown, the plains. They are noun phrases.

Exercise 2: boy / teased; teased; The boy is a noun phrase.

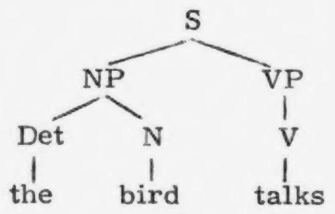
The monkey / teased the boy. The monkey is a noun phrase. The boy, also a noun phrase, follows the verb.

blanks at bottom: noun phrase

Exercise 3: A. The verb phrase has only a verb in sentences 1, 4, 5, 7, and 10.

B. Sentences 2, 3, 6, 8, and 9 have a verb and noun phrase

C. 1.



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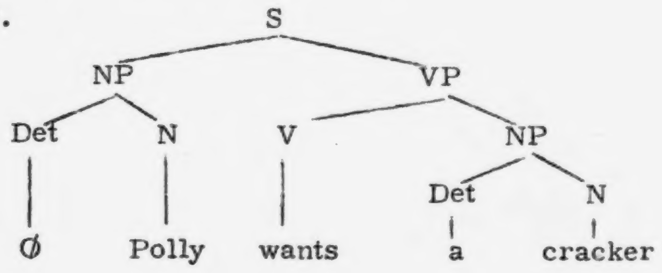
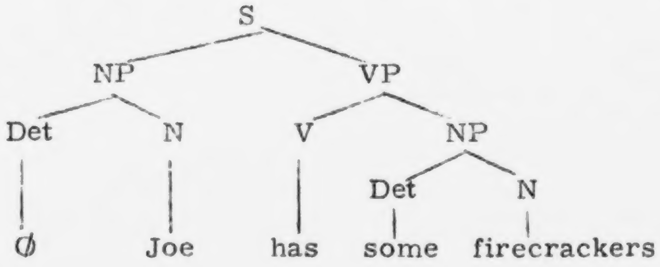
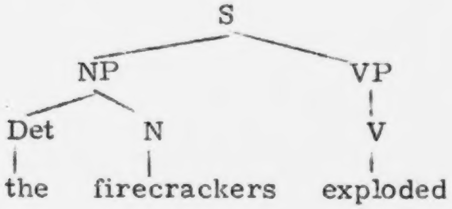


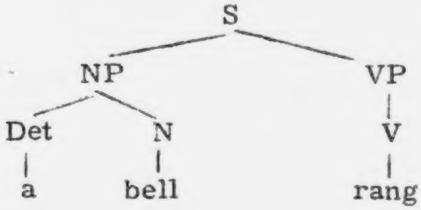
3.


S
NP
VP
Det
N
V
NP
Det
N
Ø
Joe
has
some
firecrackers

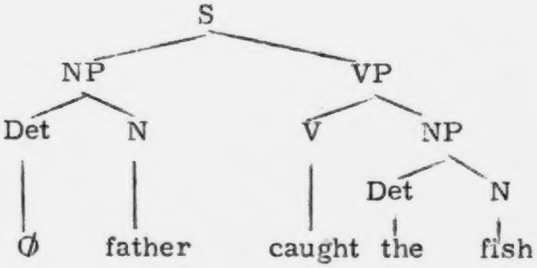
4.


S
NP
VP
Det
N
V
the
firecrackers
exploded

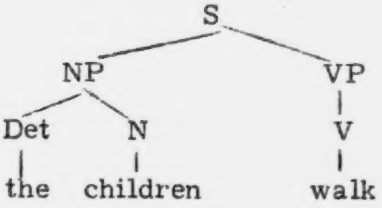
5.


S
NP
VP
Det
N
V
a
bell
rang

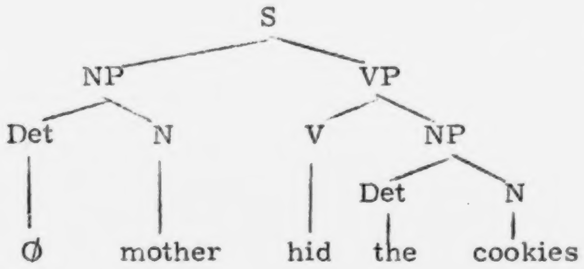
6.


S
NP
VP
Det
N
V
NP
Det
N
Ø
father
caught
the
fish

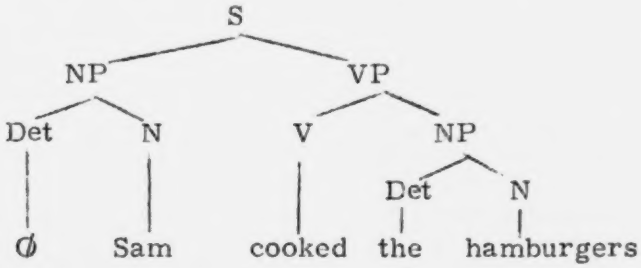
7.


S
NP
VP
Det
N
V
the
children
walk

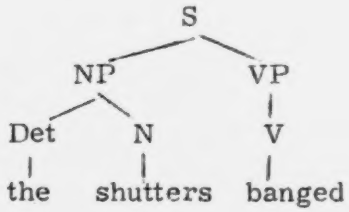
8.


S
NP
VP
Det
N
V
NP
Det
N
0
mother
hid
the
cookies

9.


S
NP
VP
Det
N
V
NP
Det
N
0
Sam
cooked
the
hamburgers

10.


S
NP
VP
Det
N
V
the
shutters
banged

Exercise 4: Answers will vary, but all the blanks will be filled with noun phrases.

MORE ABOUT VERB PHRASES

Here is an exercise to help you check up on what you know about parts that follow verbs.

Exercise 1

Which of the following sentences are not complete?

1. The rockets exploded.
2. George Anderson found.
3. The whole room listened.
4. The gardener filled.
5. The helicopter has landed.
6. An electrician has repaired.
7. The lunches arrived.
8. The horses will carry.
9. Most of the farmers picked.
10. At noon you must cross.

Those that are
complete are
2, 4, 6, 8, 9,
and 10.

Add something to complete the sentences that were incomplete. In each case, what kind of sentence part was necessary to complete the sentences?

noun phrase

Sentences have two main parts. One part is a __________ phrase. The other part is a verb phrase.

noun

If a noun phrase is the first main part of a sentence it is sometimes called the __________ noun phrase.

subject

When verbs need noun phrases to complete them, the noun phrases are often called ________ noun phrases.

object

Exercise 2

For each of the following sentences list the subject noun phrase and the object noun phrase.

1. The fat cat caught the mouse.
2. A bluejay took the marshmallow.
3. Peter Piper picked some peppers.
4. Babies need milk.
5. A rock hit the window.

	subject	object
1.	the fat cat	the mouse
2.	a bluejay	the marsh-mallows
3.	Peter Piper	some peppers
4.	babies	milk
5.	a rock	the window

When sentences have direct objects, they can be rewritten in another way. Here is how to rewrite sentence 1 above.

The fat cat caught the mouse ⟹
The mouse was caught by the fat cat.

Restate the other four sentences in Exercise 2 in the same way.

2. The marshamllow was taken by the bluejay.
3. Some peppers were picked by Peter Piper.
4. Milk is needed by babies.
5. The window was hit by a rock.

THE FORM OF PRONOUNS

Although this lesson was written for Language VI, we also include some supplementary exercises to use at your discretion. Your students may be quite familiar with the objective forms of pronouns. Certainly they use them all the time. This lesson will serve to make them aware of what they do automatically. You might want to tie it in with the lesson in the history unit that deals with the various forms nouns used to occur in to point out that although nouns have lost most of these forms in Modern English (except for the plural and possessive forms) pronouns still have several forms.

Key to Exercises:

Exercise 1:

1. he
   him
2. she
   her
3. they
   them

1. The third statement is the true one.

Blanks at the bottom of page 1: him, her, them

Exercise 2: The two noun phrases have been reversed.

The telephone operator called me.
The Murphys visited us.
The supervisor should see you.

The objective form of I is me.
The objective form of we is us.
The objective form of you is you.

The fact is that we learn to use these various forms in the process of learning to talk without having anyone teach us deliberately.

(Note: The choice of some pronoun forms differs in some dialects of English. For example, in some nonstandard dialects them sometimes is used in the subject position, or used as a determiner as in Them things are here. Children naturally acquire the forms they hear. But it takes some children longer than others to distinguish between the subjective and objective forms. A frequent usage problem arises when pronouns are used in compound noun phrases. The supplementary exercises deal with this problem.)

THE FORM OF PRONOUNS

When we are very young we usually use very simple sentences, such as John can go. and Mary can go. But as we become more skillful in using language we usually combine the simple sentences into more complex sentences. When we do so, we often leave out some parts that are repeated. Here is how we might make one sentence by combining two and leaving some parts out.

John can go + Mary can go ⇒ John and Mary can go.

Exercise 1

A. For practice, combine each of the following pairs into one sentence, leaving out parts that appear twice. (Check your answers on page 41.)

1. George saw a deer.
   His brother saw a deer. ⇒
2. The car stopped at the intersection.
   The truck stopped at the intersection. ⇒
3. A robin made a nest in our tree.
   A cowbird made a nest in our tree. ⇒
4. I saw the moon.
   I saw the stars. ⇒
5. The wind damaged the cherries.
   The rain damaged the cherries. ⇒
6. Witches appear at Halloween.
   Ghosts appear at Halloween. ⇒

B. What are the two sentences that have been combined to make each of the following? (Check your answers on page 41.)

1. Birds and butterflies migrate.
2. My aunt and uncle came for Thanksgiving.
3. We will be stopping at Chicago and New York.
4. We like sauerkraut and weenies.
5. The doctor and the nurse took a vacation.

This is how we combine sentences with pronouns. Read them all and answer the question at the end.

1. Joe won the race.
   I won the race. ⇒ Joe and I won the race.

2. George came for the party.
   She came for the party. ⇒ George and she came for the party.

3. I saw Stewart last night.
   I saw her last night. ⇒ I saw Stewart and her last night.

What form does a pronoun have when it is in a sentence made by combining two other sentences?

Exercise 2

What are the two sentences that have been combined to make each of the following? (Check your answers on page 41.)

1. Randy and I hiked to the coast.
2. We met Nancy and her down town.
3. His father and he will see the game.
4. Laura called Betty and him.

Exercise 3

Combine the sentences in each of the following pairs into one sentence, leaving out one of the parts that are the same in both. Remember: Pronouns have the same form in the combined sentence that they have in the simple sentences?

1. Kerry ran out of gas.
   She ran out of gas.

2. We are going with Keith.
   We are going with him.

3. The mailman came early.
   He came early.

4. He makes soapbox racers.

   I make soapbox racers.

5. Grandmother brought a present to me.

   Grandmother brought a present to Joan.

Key to Exercises:

Exercise 1: A.
1. George and his brother saw a deer.
2. The car and the truck stopped at the intersection.
3. A robin and a cowbird made a nest in our tree.
4. I saw the moon and the stars.
5. The wind and the rain damaged the cherries.
6. Witches and ghosts appear at Halloween.

B.
1. Birds migrate. Butterflies migrate.
2. My aunt came for Thanksgiving. My uncle came for Thanksgiving.
3. We will be stopping at Chicago. We will be stopping at New York.
4. We like sauerkraut. We like weenies.
5. The doctor took a vacation. The nurse took a vacation.

Pronouns have the same form they had in the simple sentence.

Exercise 2:
1. Randy hiked to the coast. I hiked to the coast.
2. We met Nancy down town. We met her down town.
3. His father will see the game. He will see the game.
4. Laura called Betty. Laura called him.

Exercise 3:
1. Kerry and she ran out of gas.
2. We are going with Keith and him.
3. The mailman and he came early.
4. He and I make soapbox racers.
5. Grandmother brought a present to Joan and me.

PARTS THAT TELL WHEN, WHERE, AND HOW

The supplementary exercises can be used for students who did this lesson last year or for reinforcement if you feel it is necessary for those students doing the lesson for the first time.

The concepts of this lesson should have carry over in your composition lessons. That is, making students aware of some of the kinds of adverbials will enable you to talk about them in their writing. And the possibility of moving adverbials around gives them a means of varying their sentence structure.

There are other kinds of adverbials which we have not included, but if you have sharp students you might like to make them aware of some. The following are some that you might like to mention to such students or have them discover:

Reason adverbials:	He plays tennis for fun. He stayed home because of illness. (or because he was ill.) We came in because it was raining.
Frequency adverbials:	He took his medicine every three hours. They go to the beach frequently.
Adverbials of duration:	The child slept for twelve hours. Our vacation lasted three weeks.

(Note: Adverbials frequently consist of a prepositional phrase and in the case of reason adverbials of whole clauses. It is not necessary for students to analyze the makeup of these adverbials at this time. It is more important for them to become aware of the kind of sentence part, whether it consists of one word or more.)

Key to Exercises:

Exercise 1: Answers will vary. Some possibilities are:
1. in the river, there, at the pool
2. on the field, at home, in the city
3. in the yard, under the house
4. in Chicago, in the country, here
5. in the street, at the zoo

Exercise 2: Answers will vary. Here are some possibilities:
1. now, at 2:00, next week
2. at 4:00, at midnight
3. last night, today, early, on Sunday
4. tomorrow, next week
5. early, late, in time, at 3:00

Exercise 3: Answers will vary. Here are some possibilities:

1. carefully, slowly
2. quietly, cautiously
3. beautifully, well, loudly
4. well, neatly
5. sternly, angrily

(Note: Students may use adverbials of means as well as manner in these sentences. See the supplementary material. You may want to point out the distinction, or refer them to those exercises. You may also want to point out that adverbials of manner often end in ly.)

Exercise 4:

1. adverbial of place
2. adverbial of time
3. adverbial of place
4. adverbial of manner
5. adverbial of time
6. adverbial of manner

Exercise 5:

A. noun phrases, verb phrases, nouns, pronouns, determiners, verbs, adverbials of time, place and manner
B. Yes. Answers will vary. An example would be I came here last night.
C. Yes. Answers will vary. An example would be I sleep well in the morning.
D. Yes. Answers will vary. An example would be I read the book last night, I read the book quickly, I read the book in the library.

Brain Teaser

Noun phrases are needed to answer who and what questions. (Note: You might want to have students make up some.)

PARTS THAT TELL WHEN, WHERE, AND HOW

(You will find answers to these exercises on page 45.)

The verb phrase can include parts that tell when, where, and how.
Parts that tell when are called ____________ adverbials.
Parts that tell where are called ____________ adverbials.
Parts that tell how are called ______________________.

Exercise 1

Tell whether the underlined parts in each of the following sentences tell where, when, or how. Some sentences have more than one of these parts.

1. The scuba diver lives in Podunk. __________
2. A giraffe was grazing in the yard. ____________
3. The chimpanzees were playing happily in the cage. _____ _____
4. One of the busses will leave at midnight. ____________
5. Smoke filled the room quickly. ______________
6. The Boy Scouts will pick up papers in our neighborhood on Saturday. __________ ____________
7. The bay was filled with ducks in the fall. ______________
8. Joshua sneaked down the hall quietly at one o'clock. ________ ________ ________
9. A flock of sandhill cranes stood nervously in the valley. __________ __________
10. The bookmobile will be at the school today. _______ _______

Exercise 2

Adverbials can often be moved around. Rewrite the sentences above rearranging the adverbials in as many ways as you can.

An exercise for hard thinkers:

A. There are really two kinds of adverbials that tell how. One kind tells in what manner. The other kind tells by what means. Look at the following sentences:

The man cut his grass with a hand mower.
The man cut his grass carefully.

Which sentence has a part that tells in what manner? ______________
Which sentence has a part that tells by what means? ______________

B. Find the parts that tell how in each of the following sentences and decide if the part tells in what manner or by what means.

1. We blew the balloons up with a tire pump.
2. The balloons rose slowly to the ceiling.
3. You can figure the problems quickly with a sliderule.
4. The boys were fishing with worms.
5. He drives like a madman.
6. All of the team played with enthusiasm.
7. We made the whole trip by bus.
8. Our old cat snores noisily.
9. The science students caught a dozen mice in live traps.
10. At first people started cars with cranks.

Key to Exercises:

Questions at top of page

time
place
manner adverbials

Exercise 1:
1. where
2. where
3. how and where
4. when
5. how
6. where and when
7. when
8. where, how, and when
9. how and where
10. where and when

Exercise 2: Some possible ways to rewrite the sentences are:

1. In Podunk the scuba diver lives (This would be very unusual.)
2. In the yard a giraffe was grazing.
3. In the cage the chimpanzees were happily playing.
4. At midnight one of the busses will leave.
5. Quickly the smoke filled the room. Smoke quickly filled the room.
6. On Saturday the Boy Scouts will pick up papers in our neighborhood.
   In our neighborhood the Boy Scouts will pick up papers on Saturday.
7. In the fall, the bay was filled with ducks.
8. At one o'clock Joshua sneaked quietly down the hall.
9. In the valley a flock of sandhill cranes stood nervously.
10. Today the bookmobile will be at the school.

An exercise for hard thinkers:

A. The first sentence tells by what means.
The second sentence tells in what manner.

B.
1. with a tire pump (means)
2. slowly (manner)
3. with a sliderule (means); quickly (manner)
4. with worms (means)
5. like a madman (manner)
6. with enthusiasm (manner)
7. by bus (means)
8. noisily (manner)
9. with live traps (means)
10. with cranks (means)

VERBS HAVE ROOTS

Use the supplementary exercises for students who studied this lesson last year or as reinforcement and review for those using it the first time this year. The first supplementary exercise should help you decide how much additional work students need. The important purpose is to create awareness that each verb has a root form and to help students recognize the root. You may want to add other verbs to the exercises. You should refer back to Lessons 7 and 8 and the various forms used for present and past tense. The key to the exercises in the supplementary material is included on the last page so that students can check up on themselves. Encourage them to do the exercises first and then check their answers.

Key to Exercises:

Exercise 1:
1. walk
2. paint
3. climb

Exercise 2:

A.
1. work
2. hike
3. sing
4. stop
5. eat
6. think
7. have
8. blow
9. see

B.
The neighbors want to find our kitten.
Steven wants to come.
Mayor Bailey wanted to speak to the convention.

Exercise 3:

A. be

B.
I want to be a swimmer.
Our dog wants to be brave.
Smokey wanted to be the leader.
We wanted to be in the first row.
Girls want to be curious.

Am, is, was, are, were, been, and being are all forms of the root verb be.

Exercise 4:

A.
1. is
2. was
3. was
4. were
5. are
6. am

B.
Was and were are past.
Am, are, and is are present forms
Am is used with I.

VERBS HAVE ROOTS

What do you remember about the forms of verbs? This exercise will help you find out. Check your answers on the next page.

Exercise 1

1. Do verbs have only one form or several forms? ______________
2. The family name of a verb is called the ___________ form.
3. When you look for a verb in the dictionary you look for its ______________ form.
4. We make different forms of regular verbs by adding endings to the ___________________ form.
5. Verbs that have different forms made by changing the pronunciation and spelling of the root form are called ___________ verbs.
6. In each of the following pairs of verbs, which is the regular verb and which is the irregular one.

a. walk	b. ride	c. write	d. play	e. think
see	talk	look	sing	believe

7. The verb form that we add -ing to is always the ________ form.
8. The root form of is, am, and are is __________.
9. Which of the following are past forms? Which are present forms?

am is are was were

10. Which of the following do you use with singular subjects? Which do you use with plural subjects?

am is are was were

Exercise 2

Name the root form of each of the following groups of verbs:

1. sing, sings, singing, sang, sung
2. paint, paints, painted, painting
3. write, writes, writing, wrote, written

4. brings, bring, bringing, brought
5. ring, rings, rang, ringing, rung
6. eat, eating, ate, eaten
7. smoke, smokes, smoking, smoked
8. follow, follows, following, followed
9. run, runs, running, ran, run
10. cook, cooks, cooking, cooked

Exercise 3

List as many forms as you can think of for each of the following verbs:

bring	look	give	climb	go
sit	sail	drink	move	stop

What are some endings that we add to regular root verbs?

Key to Exercises:

Exercise 1:
1. several
2. root
3. root
4. root
5. regular
6. a. walk - regular
   see - irregular
   b. ride - irregular
   talk - regular
   c. write - irregular
   look - regular
   d. play - regular
   sing - irregular
   e. think - irregular
   believe - regular

Exercise 2:
1. sing
2. paint
3. write
4. bring
5. ring
6. eat
7. smoke
8. follow
9. run
10. cook

Exercise 3:
bring - brings, brought, bringing
look - looks, looking, looked
give - gives, gave, giving, given
climb - climbs, climbing, climbed
go - goes, going, went, gone
sit - sits, sitting, sat
sail - sails, sailing, sailed
drink - drinks, drinking, drank, drunk
move - moves, moving, moved
stop - stops, stopping, stopped

Endings we add to regular root verbs: -s, -ed, -ing

ANOTHER PART OF THE VERB PHRASE

Use the supplementary lesson for students who did this lesson last year. You might first want to review the concepts taught in the original lesson. You could substitute other sentences for the ones in the exercises and use them as review. The original lesson ends with a review of various concepts taught in this unit. You might want to use it as the basis of a review discussion before having students go on to the new supplementary exercises. Included on the supplementary student sheet are the answers to the exercises so that you can let the students do the work independently if you so desire.

Note: In Exercise 1A, many answers are possible. Whatever is chosen will be an adjective, however. In order to emphasize both that we recognize adjectives by their ability to occur in two places (after be and before nouns) and also that we all know automatically what kind of parts fit in such places, you might want to use this exercise in an oral discussion. See how many different adjectives can be suggested.

Key to Exercises:

Exercise 1: A. 1. The playful kittens ate the catnip.
2. A graceful swallow built a nest.
3. A fat toad catches flies in the garden.
4. The friendly neighbors watered our lawn.
5. I heard the funny story.
6. I saw the purple cow.
7. The mischievous boy upset the garbage.

B.. playful graceful fat friendly funny purple mischievous

Exercise 2:
1. young
2. juicy
3. pink
4. fierce
5. old

adjectives

Exercise 3: A. There are many possibilities. Here are some:
1. blue, cloudy, grey, overcast
2. large, asleep, small, brown, mangy, fierce, mean, kind, hungry, in the cage, here, there
3. large, small, tired, happy, frightened, in school, at home, a girl, a boy

4. nice, large, pretty, a home, on the corner, a cheerleader
5. tall, dead, on the hill, oaks

B. Not only adjectives, but also nouns and place adverbials can follow forms of be. Also, if any of these forms of be are considered as helping verbs (see Lesson 11c) they could be followed by the -ing form of another verb: The lions are eating, I am running, etc.

C. Only adjectives or verbs made into adjectives can be used before nouns. Because of the many possibilities for answers to this exercise use it only as a basis for discussion about the possibilities. Don't insist on any one answer. Let students experiment and discover as much as they can. You might divide the class into five groups and let each group see how many possibilities they can discover for one of the sentences. Encourage them to make some generalizations.

Review questions, page 3

1. a noun phrase and a verb phrase
2. noun
3. null determiner
4. pronoun
5. verb
6. adverbials
7. where
8. manner
9. verb
10. adjectives

ANOTHER PART OF THE VERB PHRASE

Some sentence parts can be used in several different positions in a sentence. A noun phrase can be a subject noun phrase or it can follow a verb and be an object noun phrase. To discover still another kind of part that can be used in two different places, do the following exercises:

Exercises 1

A. There is a blank in each sentence in the following pairs. In each pair, think of one word that would fit in both blanks.

1. The __________ cat ran under the ladder.
   The cat was __________.
2. A __________ noise frightened my sister.
   The noise was __________.
3. That __________ boy should go out for football.
   That boy is __________.
4. The __________ bicycle belongs to Geoffrey.
   The bicycle is __________.
5. We saw a __________ bear on the road.
   A bear was __________.
6. She read the __________ story.
   The story was __________.

B. The words you chose in part A are called __________.

We can put two sentences together to make a different sentence. Here is an example:

The tug pulled the log boom.
The tug was little. ⇒ The little tug pulled the log boom.

Exercise 2

A. What are the two sentences that have been combined to make each of the following:

1. Our little poodle knows many tricks.
2. Chimpanzees are intelligent animals.
3. A noisy crowd stood on the corner.
4. The bright lights blinded the driver.
5. We bought a new car last year.
6. The slippery football went out of bounds.
7. Aunt Mamie is an excellent cook.
8. The grebe ducked into the icy water.
9. The plane headed into the thick fog.
10. The dancers wanted a smooth floor.

B. List the words in the sentences above that came from another sentence. What kind of words are they?

Key to Exercises:

Exercise 1: A. Answers will vary. There are many possibilities.
B. Words that will fit in either blank in each pair are called adjectives.

Exercise 2: A. 1. Our poodle knows many tricks.
Our poodle is little.
2. Chimpanzees are intelligent.
Animals are intelligent.
3. A crowd stood on the corner.
A crowd was noisy.
4. The lights blinded the driver.
The lights were bright.
5. We bought a car last year.
A car was new.
6. The football went out of bounds.
The football was slippery.
7. Aunt Mamie is a cook.
A cook is excellent.

8. The grebe dived into the water.
   The water was icy.
9. The plane headed into the fog.
   The fog was thick.
10. The dancers wanted a floor.
    The floor was smooth.

B.
1. little
2. intelligent
3. noisy
4. bright
5. new
6. slippery
7. excellent
8. icy
9. think
10. smooth

They are adjectives.

ARE ALL VERBS ALIKE?

This lesson was designed for Language VI. We have added a supplementary exercise to be used at your discretion. It is the kind of exercise that you could ask students to work on in groups or individually. Not only will it make them aware of the differences in verbs but will provide practice in using verbs. You can ask them to defend their groupings by illustrating how they would use the verb.

Key to Exercises:

Exercise 1: A noun phrase can follow the verb in 1, 2, and 4. (Note: Although parts including noun phrases can follow the verb arrived, the part will have a different function. For example in Grandfather arrived by bus, bus is a noun phrase but it is part of a prepositional phrase that is an adverbial. A noun phrase can not follow arrived directly. Interpreted in one way ran could be followed by a noun phrase, as in We ran the vacuum. If students suggest this answer make them give you an example.)

Exercise 2: Noun phrases follow the blanks.

Many different verbs will fit in the blank, but all of them will be verbs that can be followed by noun phrases. They will be transitive verbs.

Exercise 3: Adjectives follow the blanks. Verbs that fit in the blanks will be verbs like be, become, remain, seem. For 3, looks and grows should be possibilities. For 4, feels and looks are possible. For 5, tastes is possible.

Some verbs that cannot fit into the blanks are transitive verbs like those used in Exercise 2.

Key to Supplementary Exercise:

Note: There could be some difference in opinion about some of the verbs depending upon how the students use the verbs themselves. But in general, they will fall into the following groups.

1	2		3	4		5	6	7
fix	run	have	sleep	run	hear	is	all	all of
have	is	eat	sit	work	sit	become	but	them
build	work	explode	talk	think	talk		is	
announce	think	write	go	play	drive		cost	
cost	play	become		sleep	eat		have	
carry	fly	hear		fly	go			
bring	walk	fix		walk	explode			
	see			see	write			

ARE ALL VERBS ALIKE?

Here is a list of verbs and a chart. You use these verbs often. Now, by thinking about the sentences you could use them in, group them in the chart. (Note: Some verbs will appear in more than one list.)

run
is
work
think
play
sleep
fly
walk
see
hear
fix
sit
talk
drive
have
build
announce
eat
go
cost
explode
carry
write
bring
become

1. Verbs that must be followed by noun phrases	
2. Verbs that may be followed by noun phrases	
3. Verbs that cannot be followed by a verb phrase	
4. Verbs that are complete with nothing following	
5. Verbs that may have either an adjective or a noun phrase following	
6. Verbs that may have manner adverbials with them	
7. Verbs that may have time adverbials with them	

HELPING THE VERB

No supplementary material has been prepared for this lesson since it was originally designed for Language VI. If you feel your students need more reinforcement exercises you could ask them to make up some sentences of their own using the modals. You might also find occasion to point out modals when they occur in their reading and writing. You could use games to see who could think of the most sentences with the various modals.

You could also give students sentences without modals and ask them to add modals to reinforce the fact that they know how to use modals. The following sentences could be used. In sentences 2, 3, 4, 5, 6, 8, 9, 10 students will have to change the form of the verb when they add the modal. Emphasize that they make this change easily without thinking.

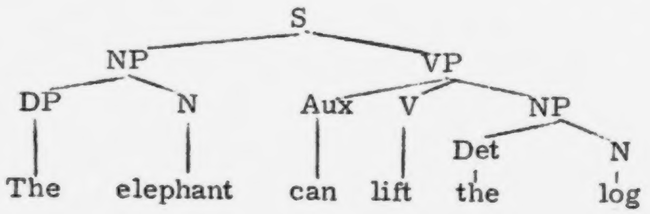
1. Children pick beans in the summer.
2. The plane circles the city a few times.
3. We brought the icecream.
4. Henry mows the lawn.
5. My brother swims well.
6. Our team wins the tournament.
7. We go to the zoo.
8. Jasper caught some fish.
9. The boats stopped at the dock.
10. A hurricane destroyed the building

Sentences 3, 4, 6, 8, and 10 would also be suitable for diagramming after the modal is added.

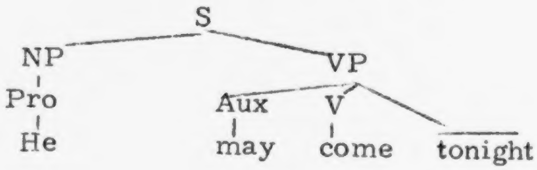
Key to Exercises:

Exercise 1: Sentences with modals: 1, 2, 4, 7, and 8
Sentences in which the verb is the first word in the verb phrase: 3, 5, and 6.

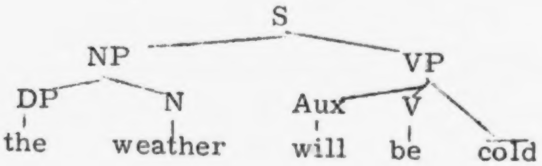
Exercise 2: 1.



2.


S
NP
VP
Pro
Aux
V
He
may
come
tonight

3.


S
NP
VP
DP
N
Aux
V
the
weather
will
be
cold

SOME OTHER HELPING VERBS

No supplementary exercises have been provided for this lesson since it was originally designed for Language VI. You may, however, find it desirable to have more exercises, simply as reinforcement. Here are some suggestions:

As reinforcement for Exercise 1

1. Give students sentences such as The cat watches the mouse, where there are no auxiliary verbs. Ask them to add is (or are, were, was, am) and make any other change necessary. They will be able to add the auxiliary in the correct place and will automatically change the verb to its -ing form. Do this as an oral exercise and emphasize that this is what they do automatically.

2. Exercise 2 depends on students knowing that words like is, are, am, was, were are forms of the same verb.

   As reinforcement for Exercise 3, do some oral drill, giving students sentences, such as George eats the pie, and asking them to add has (or have, or had) and make any changes necessary. Make it a game if you like. You can expect that students will automatically say George has eaten the pie. You don't have to teach them where has goes or what changes to make. Rely on their intuitive knowledge.

3. For additional reinforcement for Exercise 4, you might want to ask students to discover what the past participle of the following verbs are by using them in a sentence with a form of have:

   run sing see think bring ring freeze
   break go come find eat rise choose

   In case of doubt, show them how to use the dictionary to find out. With irregular verbs the dictionary will list the parts, the third one listed being the past participle form.

4. If you need it, here is an exercise you can use to help students distinguish between be and have as main verbs and as auxiliaries.

   In some of these sentences the verbs be and have are helping verbs. In others they are main verbs. In which sentences are they helping verbs? In which are they the main verb?

   1. The leaves are falling. (helping)

2. Cats are mysterious. (main verb)
3. The horse is afraid. (main verb)
4. Leaves are beautiful in the autumn. (main verb)
5. The horse is running around the field. (helping)
6. We have finished the work. (helping)
7. We have three jobs. (main verb)
8. The dog has eaten the steak. (helping)
9. The dog has three teeth. (main verb)
10. Cats are catching most of the mice. (helping)

Key to Exercises:

Exercise 1: A. The verb is stops in the first.
The same verb occurs in the second.
It is preceded by is in the second.
The verb is in its ing form.

1. The children were inviting their friends for dinner.
2. I was ordering tacos (Or I am . . . .)
3. Some seagulls are living on the rock.
4. A unicorn was appearing in the garden.

B. is
Before the verb.
Added ing

Exercise 2: A. 1. are (or were) sleeping
2. was (or is) settling
3. were (or are) gnawing
4. was (or is) working
5. are (or were) eating

B. the helping verb be

Exercise 3: A. have

B. 1. has (or had) broken
2. has (or had) rung
3. had (or has) seen
4. have (or has) frozen
5. has (or have) brought
6. have (or has) written

Yes. In each case the verb had to be changed.

(Note: The changes were necessary because the verbs in this exercise are irregular verbs. If they had been regular their past and present forms would have been the same and changes would not have been necessary.)

Exercise 4:

1. have worked
2. have opened
3. have walked

The past participle form and the past form are the same.

Exercise 5: Various answers are possible. Here are two:

Joe will have finished first.
Everyone should have been going with us.

Exercise 6:

1. have
2. modal
3. no auxiliary
4. be
5. have and be
6. modal
7. have and be
8. modal, have, and be

CHANGING SENTENCES

The supplementary exercises can be used for sixth graders who used this lesson last year or for reinforcement and additional work for fifth graders who need more exercises. As with the original exercises, the emphasis should be on the fact that the students are probably able to do these transformations (you need not use the term) without anyone telling them how.

Exercise 1 has three parts. In part A, the questions are all made by a simple reversal of subject and the auxiliary verb. In part B the same thing happens but the subject in each case is a long or complex one. Nevertheless students should have no trouble automatically making the questions. Part C requires the addition of a form of the verb do to make questions, since there is no auxiliary verb to reverse with the subject.

Exercise 2 involves the use of negatives. Exercise 3 deals with an operation not included in the original lesson, changing a sentence in the active voice to the passive. You need not ask students to analyze the operation. It is enough for them to realize that some sentences can be changed into a different form and still retain their original meaning and that they are able to carry out this operation. (See Supplementary Lesson 8)

Key to Exercises:

Exercise 1:

1. Will the boys. . . ?
2. Can Jimmy ride. . . ?
3. Were the otters playing. . . ?
4. Has Jack caught. . . ?
5. Is the sun shining. . . ?
6. Did Frank come. . . ?
7. Do many students pick. . . ?
8. Has Emily broken. . . ?

Exercise 2: The first is affirmative; the second is negative.

1. You must not come. . . .
2. The birds have not eaten. . . .
3. The wind did not upset. . . .
4. Cars are not stopping. . . .
5. Mr. Humbel has not been . . . .
6. The fog will not lift. . . .

Exercise 3:

Where have you been? -- You have been someplace.
When will school be out? -- School will be out sometime.
How does he write? -- He writes carefully.
Who is standing on the corner? -- Someone is standing on on the corner.
What hit the window? -- Something hit the window.

Key to Supplementary Exercises:

Exercise 1: A. 1. Has the cat eaten. . . ?
2. Will the Boy Scouts collect. . . ?
3. Have seals chased. . . ?
4. Is Georgianne fixing. . . ?
5. Should the Pirates win. . . ?
6. Were some men surveying. . . ?

B. 1. Was the dog with the crooked leg sitting on the step?
2. Have all of his cousins been athletes?
3. Will three of the boys in the sixth grade. . . ?
4. Was the large unidentified flying object a plane?
5. Have most of the leaves on the oak tree fallen?

C. 1. Did the bus with the players. . . ?
2. Did the car hit. . . ?
3. Do tropical fish. . . ?
4. Do Koala bears live. . . ?
5. Did the firecrackers. . . ?

Exercise 2: 1. The hamsters have not gnawed. . . .
2. We are not going. . . .
3. Kangaroos are natives. . . .
4. Exercise may not be good. . . .
5. People should pollute. . . .
6. We have not been. . . .
7. The Girl Scouts were not. . . .
8. The moon was not. . . .

Exercise 3: 1. A fort has been built by the children.
2. Our lunch was stolen by the camp robber.
3. The tracks were covered with snow.
4. The mural was painted by the whole class.
5. The rainbow was seen by three of us.

CHANGING SENTENCES

One thing speakers of English know how to do without thinking about it is to change one sentence into a related sentence. For instance they know how to make questions out of statements and statements out of questions. They know how to make affirmative statements negative and negative statements affirmative. The following exercises will give you a chance to see how well you can perform these operations.

Exercise 1

A. Write the yes-or-no questions related to each of the following statements.

1. The cat has eaten all the bacon.
2. The Boy Scouts will collect the papers after school.
3. Seals have chased the salmon away.
4. Georgianne is fixing the lunch.
5. The Pirates should win the tournament.
6. Some men were surveying the highway.

B.
1. The dog with the crooked leg was sitting on the step.
2. All of his cousins have been athletes.
3. Three of the boys in the sixth grade will represent the school.
4. The large unidentified flying object was a plane.
5. Most of the leaves on the oak tree have fallen.

C.
1. The bus with the players arrived first.
2. The car hit the lamp post.
3. Tropical fish require special treatment.
4. Koala bears live in trees.
5. The firecrackers exploded too soon.

Exercise 2

Here is an affirmative sentence.

School will be out early.

And here is its related negative sentence.

School will not be out early.

Make the sentences negative if they are affirmative and affirmative if they are negative.

1. The hamsters have gnawed through the cage.
2. We are going to the movie on Saturday.
3. Kangaroos are not natives of America.
4. Exercise may be good for everyone.
5. People should not pollute the air.
6. We have been waiting for three hours.
7. The Girl Scouts were selling calendars.
8. The moon was shining into the window.

Exercise 3

Here is another way in which you can change one sentence into a related sentence that means the same thing.

The hunter shot the duck. ⇒ The duck was shot by the hunter

See if you can change the following sentences in the same way.

1. The children have built a fort.
2. The camp robber stole our lunch.
3. Snow covered the tracks.
4. The whole class painted the mural.
5. Three of us saw the rainbow.

COMBINING SENTENCES

If your students studied this lesson last year you can help them review the concepts by having them first make up their own compound sentences and then have them trade with classmates to break the sentences apart.

In another exercise have them make up simple sentences and then trade and try to combine the sentences into compound sentences. In each case let them check each other. You may want to have a follow up discussion in which some of the sentences are read for the class.

Instead of Exercises 3 and 4 in the original material you could have students make up some compound sentences in which both verb phrases or both noun phrases are the same and then trade papers to rewrite the sentences deleting the repeated parts to make a compound subject or verb. You could also have them write sentences with compound parts for their classmates, who will decide what the two underlying sentences are.

Finally have them review Exercise 5, 6, and 7 and then make up similar exercises for their classmates to do.

Key to Exercises:

Exercise 1:
1. Clancy ran to the corner. Bill caught up with him.
2. The pigeons live in the park. The children feed them.
3. The stars were shining. The moon was full.
4. Mole was wandering down the river. Rat took him in.
5. The bus stopped at the corner. No one was there.

Joining words: but and and

Exercise 2: Answers will vary. The most logical are:
1. The whistle blew and the workmen opened their lunch boxes.
2. The children collected bottles and the grocer paid a penny apiece for them.
3. A bird peeked out of the hole and bees buzzed in the bushes.
4. He rode his bicycle to the pool and his friends met him there.
5. Nuts fall off the trees in the fall and squirrels hide the nuts.

(Note: You might want to comment on the fact that sometime it is important which part of the compound sentences comes first.)

Exercise 3:
1. Kerry and Ellen played with the dog.
2. Bears and squirrels hibernate in the winter.
3. George delivered his papers and went out to play ball.
4. The captain raised the anchor and took the boat through the pass.
5. Apples and pears ripen in the fall.

A part that is repeated is left out.

Exercise 4:
1. Jack went up the hill. Jill went up the hill.
2. Jack fell down. Jack broke his crown.
3. A spider sat down beside her. A spider frightened Miss Muffet away.
4. Sticks can break your bones. Stones can break your bones.
5. A blackbird came along. A blackbird pecked off her nose.

Exercise 5:
Note: Either sentence in each pair could become part of the other. The following are possibilities:
1. A stranger who had a dog stood in the shadows.
2. The fish that took the bait got away.
3. The bear that upset the garbage escaped from the zoo.
4. The man who brought the milk woke us up.
5. The berries that grow by the road are dusty.

Exercise 6:
Note: Refer back to Lesson 11.
1. The ramshackle building stood on the hill.
2. We swam in the icy lake.
3. He told us the humorous story.
4. The fuzzy caterpillar crawled across the road.
5. The dog worried the little cat.

Exercise 7:
Answers will vary. Possibilities for 1 are:
1. The rough lake is beautiful. The beautiful lake is rough. The lake that is beautiful is rough. The lake that is rough is beautiful.

The same kind of possibilities exist for the rest.